

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-2022 academic year) funding to help improve the attainment and opportunities for our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Michael in the Hamlet Community Primary
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 21
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Moreton Headteacher
Pupil premium lead	Julie Millican Senior Leader
Governor / Trustee lead	Dave Patmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,655
Recovery premium funding allocation this academic year	£10,494
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£124,149

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive primary school, our intention is to support disadvantaged and vulnerable groups, which compromise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. We aim to provide an inspirational and inclusive teaching and learning environment with high quality teaching and learning at the heart of our approach. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, we aim to provide all our children with the opportunities to enjoy academic success.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium funding will be used to provide additional support in English and Maths for identified PP children. The catch-up effort in schools will be a 'long game' rather than a 'quick fix'. There remains a range of barriers for teachers and schools which means catch-up should be seen as part of the ongoing process of learning recovery, for all pupils, rather than a quick turn-around solution.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor speech & language on entry and low early reading skills: assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Social and emotional problems affecting wellbeing and progress: assessments and observations indicate that the wellbeing of our disadvantaged pupils have been impacted by Covid-19 and partial school closures.
3	Specific additional needs, including those being supported as SEND: assessments and observations indicate that the education of disadvantaged pupils have been impacted by the pandemic. These findings are supported by national studies.
4	Limited experiences outside school: due to the pandemic and the financial circumstances of our disadvantaged families, children have missed out on the powerful learning and life experiences that outdoor visits and residential trips can provide.
5	Attendance and punctuality: attendance of disadvantaged children is below that of non-disadvantaged children. Skilled staff work with pupils and families to identify and overcome barriers to attendance.
6	Digital inequality: with the rise of the Omicron variant, it has been predicted in the current press that high levels of infection and staff absences could send learning back online in some schools in the new year.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none">Monitoring activities will demonstrate that all children will benefit from a language rich environment and activities embedded within the renewed Early Years Foundation Stage

	<p>(EYFS) curriculum and across the whole school.</p> <ul style="list-style-type: none"> • Reception children will be assessed using the Nuffield Early Language programme (NELI) and any gaps identified and addressed. Baseline to end of programme outcomes will be strong. • Observations show significantly improved levels of talk and oracy, including appropriate vocabulary evident in engagement in lessons across all subjects, book scrutinies, pupil voice sessions and ongoing formative assessments. • Planning scrutinies will demonstrate a well-planned, progressive, highly ambitious, challenging and language rich curriculum to explicitly extend pupils' spoken vocabulary. Spoken language activities are matched to learners' current stage of development so that it extends learning.
<p>To ensure good achievement and progress for all pupils ensuring focussed and bespoke provision for all PP pupils for Maths and English.</p>	<ul style="list-style-type: none"> • Pupil premium children will achieve in line with their peers on the phonics check, meeting national expectations • The % of pupil premium children achieving reading standard at the end of Reception is in line with their non-disadvantaged peers • Reception children will be assessed using the Standards and Testing Agency materials and any gaps identified and addressed. • Observations will show that all children use specific mathematical vocabulary across the maths curriculum. • Disadvantaged pupils achieve and improve in line with their non-disadvantaged peers. • Children who are involved in pre-teach sessions to support them with key objectives and associated vocabulary show a marked improvement in engagement and success in lessons.
<p>CPD opportunities are provided for all staff to refresh and strengthen practice.</p>	<ul style="list-style-type: none"> • High quality, robust CPD programme. • Sharing good practice and pedagogical research developments.

	<ul style="list-style-type: none"> • Improve staff knowledge and develop a culture of excellence • Improve and reflect on the quality of teaching and sustain positive outcomes for all learners.
To achieve and sustain improved wellbeing for all pupils particularly disadvantaged pupils.	<ul style="list-style-type: none"> • Pupil voice sessions will demonstrate that the children feel happy and safe at school • Quality of education observations will capture engagement in lessons for disadvantaged pupils • Children in receipt of the PPG will access wider school activities such as visits, clubs and residential (Y6) • Staff are aware of all children in one or more than one vulnerable groups and provide appropriate support for their academic or social/emotional needs.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£41,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD opportunities to refresh and strengthen practice. Thrive – embed our whole school approach.	<p>CPD is an effective way to improve pupil performance, increase staff retention, improve staff knowledge and develop a culture of excellence across the whole school. CPD helps teachers to continually improve and reflect on the quality of their teaching and sustains positive outcomes for all learners.</p> <p>Education Endowment Foundation (EEF): Improving Social and Emotional Learning in Primary Schools</p> <p>Thrive: The benefits of Thrive</p> <ol style="list-style-type: none">1. Experience the personal and professional rewards of helping children and young people to regulate their own behaviour and learn about their emotions.2. Reduce exclusions and improve attendance and achievement levels by helping children and young people to engage with education.3. Strengthen links with parents and carers by offering Family Thrive courses to ensure a joined-up approach to supporting children and young people's emotional and social needs.	1, 2, 3, 5
Embedding speech and language activities across the school curriculum.	<p>There is strong evidence to suggest that oral language interventions can support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions have a high impact on reading and comprehension.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Research has shown that there is a direct link between language acquisition by the age of 3 and outcomes in later life, (including academic, health & well-being, employment).</p>	1, 3

	<p>The development of language as a precursor to writing is supported by a new report from the Communication Trust. '<i>Talking About a Generation</i>' highlights research showing that by the age of five, 75% of children who experienced poverty persistently throughout the early years are below average in language development, compared to 35% of children who never experienced poverty which identifies the development of language as key, particularly for disadvantaged children. The new approaches in place focus on continued development of communication and language as a precursor to future successes in Literacy.</p> <p>'The EEF toolkit suggests that oral language interventions which include – targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension can improve outcomes by up to 5 months.</p>	
Purchase of a DFE approved systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.	Phonic programmes have a positive impact on decoding and word reading. Monster phonics is a DFE approved programme which has a multisensory approach to phonics. Online training package included and access to an assigned trainer.	1, 3
Purchase of standardised diagnostic assessments.	Standardised tests can provide an insight into pupil strengths and weaknesses and the results are used to plan ongoing learning and curriculum progression.	1, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional bespoke intervention and provision to enhance the progress of pupil premium children in reading, writing and maths through one-to-one interventions.	Evidence suggests that one-to-one learning helps to build self-esteem and confidence as well as plugging those gaps in knowledge.	3
Small groups to support core skill acquisition, social and emotional development and readiness to learn that has been impacted following covid-19 school closure and disruption.	<p>Collaborative learning activities enable pupils to interact verbally with each other and improves communication skills and language acquisition. Evidence suggests that the integration of structured, classroom based approaches that encourage pupils to work together within existing teaching & learning repertoires can have a significant impact on attainment and progress.</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include:</p> <ul style="list-style-type: none"> • reading books aloud and discussing them; • activities that extend pupils' expressive and receptive vocabulary; • collaborative learning activities where pupils can share their thought processes; • structured questioning to develop reading comprehension; • teachers modelling inference-making by thinking aloud; and • pupils articulating their ideas verbally before they start writing. 	2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for professional school counsellor.	<p>Emerging evidence from the covid-19 pandemic suggests there are increased factors influencing the mental health and wellbeing of children including worries and concerns around their education, missing school transitions, being away from school for sustained periods of time and a general uncertainty about the future. Children who undergo the process of counselling grow and gain confidence and children become equipped with a set of emotional and cognitive coping skills that will allow them to overcome adversity in the future. The timely detection of mental health problems and early intervention are imperative to enhance the quality of life for children and minimise the future cost of mental health care.</p>	2
Enhanced cultural capital to narrow the gap between pupil premium and non-pupil premium pupils by reducing the gap in access to opportunities for disadvantaged pupils. Outdoor Learning – enhance character education, personal development and enrich the curriculum offer	<p>There is wide recognition that pupils eligible for pupil premium are less likely to benefit from high levels of cultural opportunities due to family financial circumstances. Children eligible for pupil premium have opportunities to engage in learning outside the classroom and access to visitors to support wider learning across the curriculum. Residential visits (PGL) promote increased levels of motivation, perseverance and resilience.</p> <p>Children should have access to frequent, continuous and progressive experiences in the school grounds, educational visits further afield, and residential trips. These experiences are utilised as a tool for teaching, learning and delivering the curriculum.</p>	2, 4

<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>EWO/Breakfast Club to improve rates of attendance and punctuality.</p>	<p>It is widely acknowledged that regular monitoring and analysis of attendance data can ensure that intervention is delivered quickly to address absences. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Breakfast clubs can be a way of encouraging pupils to get to school on time. Not only do breakfast clubs help with pupils' social development, they can also improve behaviour as reducing hunger allows children to be ready to learn.</p>	5
<p>To address the digital divide and narrow the disadvantage gap by increasing access to technology.</p>	<p>Disadvantaged families are supported with available technology. Lockdown, due to Covid-19, exacerbated the digital divide issue. In order to engage successfully with future remote learning, children eligible for pupil premium will be given school support to ensure sufficient internet access at home and adequate access to laptops and iPads.</p> <p>With the rise of the Omicron variant, it is predicted that high levels of infection and staff absences could send learning back online in the new year.</p>	6

Total budgeted cost: £ 113,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The pandemic undoubtedly caused disruption for pupils at St Michael in the Hamlet, as it did for all pupils nationally. All year groups were affected to varying degrees due to the number of cases/outbreaks we faced from March 2020-July 2021. As with schools across the country, school closure was most detrimental to some of our disadvantaged pupils. Despite our efforts to ensure home learning was accessible and technology was provided, they were of course not able to benefit from the quality first teaching and targeted interventions that school had intended for them. In order to engage successfully with remote learning, children eligible for pupil premium will be given school support to ensure sufficient internet access at home and adequate access to laptops and iPads.

Overall attendance in 2020/21 was much lower than in previous years due to high rates of infection. Further high rates of absenteeism may be expected in 2022 in light of rising case numbers of the more transmissible Omicron variant.

Our recovery curriculum last academic year aimed at key areas of learning and knowledge for each subject to address learning loss and gaps for all pupils, including disadvantaged pupils. This year we will continue to look at progression within subjects across the school, looking at building on prior learning, extending vocabulary and language, and identifying key concepts (non-negotiables) in each subject.

Our internal assessments and observations indicated that pupil well-being, behaviour and mental health were significantly impacted last year, mainly due to COVID-19 related issues. Our recovery curriculum and Pupil Premium strategy for this year will also focus on these issues.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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