

# St. Michael in the Hamlet Primary School Pupil Premium Strategy Statement 2022 - 2023

This statement details our school's use of pupil premium for the 2022-2023 academic year funding to help improve the attainment of 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	414
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 <b>2022 – 2023</b> 2023 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Laura Moreton Headteacher
Pupil premium lead	Christine Jones
Governor / Trustee lead	Dave Patmore

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,265
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£110,265</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive primary school, our intention is to support disadvantaged and vulnerable groups, which comprise 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.

### **Research:**

The Sutton Trust and Education Endowment Foundation (September 2021) and the EEF Toolkit play a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principles of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation and language interventions – all of which score highly on the EEF Toolkit. We follow the implementation process of Plan, Do, Review and believe quality teaching helps every child.

In line with the EEF Pupil Premium Guide April (2022), we adopt a tiered approach to Pupil Premium spending with a focus on the following:

1. **Quality First Teaching** – a focus on professional development ensuring that every teacher is supported to keep improving and an opportunity for highly skilled teachers to support and develop early career teachers.
2. **Targeted academic** support – close links between intervention support and classroom teaching.
3. **Wider strategies** – using social and emotional support to target non-academic barriers to success in and out of school.

The purpose of this strategy is to outline how the Pupil Premium Grant will be allocated to support pupils during the period between September 2021 and July 2025, with specific adaptations made for this academic year, 2022-2023.

### **Barriers to Learning**

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Overcoming barriers to learning is vital to our Pupil Premium funding use. Needs and costs will differ depending on the barriers to learning being addressed; as such, we do not automatically allocate personal budgets per pupil in receipt of the funding. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, whole school or as individuals, and allocate funding accordingly.

### 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.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor speech &amp; language on entry and low early reading skills:</b> assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	<b>Social and emotional problems affecting wellbeing and progress:</b> Vulnerable families and pupils with socio-economic or social, emotional or mental health difficulties.

3.	<b>Low prior attainment and increased gaps in learning:</b> effect of the national COVID-19 pandemic has caused gaps to widen; low prior attainment and increased gaps in learning.
4.	<b>Specific additional needs, including those being supported as SEND:</b> assessments and observations indicate that the education of disadvantaged pupils have been impacted by the pandemic. These findings are supported by national studies.
5.	<b>Limited experiences outside school:</b> 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.
6.	<b>Attendance and punctuality:</b> attendance and number of Persistent Absentees. Skilled staff work with pupils and families to identify and overcome barriers to attendance.

## 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"> <li>Monitoring activities will demonstrate that all children will benefit from a language rich environment and activities embedded within the renewed Early Years Foundation Stage (EYFS) curriculum and across the whole school.</li> <li>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.</li> <li>A number of EYFS pupils will have received a range of high quality speech &amp; language interventions from Chatterbug social enterprise.</li> <li>EYFS staff will have received model therapy plans and coaching from a Chatterbug therapist to support them in delivering high quality intervention.</li> <li>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.</li> <li>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.</li> </ul>

<p>'Plan, Do and Review' process ensures cumulative closing of academic gaps across school and good achievement and progress for pupils across all aspects of the curriculum.</p>	<ul style="list-style-type: none"> <li>• Pupil premium children will achieve in line with their peers on the phonics check, meeting national expectations</li> <li>• The % of pupil premium children achieving reading standard at the end of Reception is in line with their non-disadvantaged peers</li> <li>• Reception children will be assessed using the Standards and Testing Agency materials and any gaps identified and addressed.</li> <li>• Observations will show that all children use specific mathematical vocabulary across the maths curriculum.</li> <li>• Disadvantaged pupils achieve and improve in line with their non-disadvantaged peers.</li> <li>• 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.</li> </ul>
<p>CPD opportunities are provided for all staff to refresh and strengthen practice.</p>	<ul style="list-style-type: none"> <li>• High quality, robust CPD programme.</li> <li>• Sharing good practice and pedagogical research developments.</li> <li>• Improve staff knowledge and develop a culture of excellence</li> <li>• Improve and reflect on the quality of teaching and sustain positive outcomes for all learners.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Pupil voice sessions will demonstrate that the children feel happy and safe at school</li> <li>• Quality of education observations will capture engagement in lessons for disadvantaged pupils. Pupils demonstrate improved attitudes to, and behaviour for learning.</li> <li>• Children in receipt of the PPG will access wider school activities such as visits, clubs and residential (Y6)</li> <li>• Improved pupil well-being through whole school culture, mentoring, PSHE, social &amp; emotional interventions/support and parent partnership etc. 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.</li> </ul>
<p>Consistent and robust approach to managing attendance in place.</p>	<ul style="list-style-type: none"> <li>• Early identification of pupils at risk of Persistent Absenteeism.</li> <li>• Whole school understanding of attendance expectations.</li> <li>• Year on year reduction in PA.</li> <li>• An increase in the attendance and punctuality of identified PP children.</li> <li>• The gap between the attendance of PP and non-PP children narrows.</li> </ul>

## 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: **£41,265**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Research and book, quality CPD opportunities for staff. Responding to needs identified via monitoring and skills audits.</p>	<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. EEF recommends that the content of CPD should be based on the best available evidence.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p>	<p>1, 2, 3, 4, 6</p>
<p>Use of a 'floating teacher' one day each week to:            * give subject leaders dedicated leadership time and support to develop their area of the curriculum.            * to release teachers to engage in collaborative teaching 'watch and learn' sessions.</p>	<p>EBE states that the overwhelming body of research finds that the most important factor in improving student outcomes is good teaching. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment.</p> <p><a href="#">Evidenced Based Education Great Teaching Toolkit Evidence Review</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding speech and language activities across the school curriculum.</p>	<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>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 &amp; well-being, employment). 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 disadvan-</p>	<p>1, 2, 3</p>

	<p>taged 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> <p><a href="#">EEF Oral Language Interventions</a></p>	
<p>Purchase and embed Monster Phonics as a <a href="#">DFE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on the accuracy of decoding and word reading, particularly for pupils from disadvantaged backgrounds.</p> <p><a href="#">EEF Phonics Toolkit Strand</a></p>	1, 2, 3, 4

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

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional bespoke intervention and provision to enhance the progress of pupil premium children in reading, writing and maths through one-to-one and small group interventions.</p>	<p>Evidence suggests that one-to-one learning helps to build self-esteem and confidence as well as plugging those gaps in knowledge.</p> <p><a href="#">EEF One to One Tuition</a></p>	1, 2, 3, 4
<p>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>	<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 &amp; learning repertoires can have a significant impact on attainment and progress. Purposeful speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication. Purposeful activities include:</p>	1, 2, 3, 4

	<ul style="list-style-type: none"> <li>• reading books aloud and discussing them;</li> <li>• activities that extend pupils’ expressive and receptive vocabulary;</li> <li>• collaborative learning activities where pupils can share their thought processes;</li> <li>• structured questioning to develop reading comprehension;</li> <li>• teachers modelling inference-making by thinking aloud; and</li> <li>• pupils articulating their ideas verbally before they start writing.</li> </ul> <p><a href="#">EEF Small Group Tuition</a></p> <p><a href="#">Special Educational Needs in Mainstream Schools Guidance Support</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with School Counsellor and develop new roles within school: a <i>Pastoral Lead</i> as well as a <i>Trauma and Attachment Lead</i> to develop pupils’ social, emotional and mental health so that they fully access all aspects of school life.	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.  <a href="#">EEF Social and Emotional Learning</a>  <a href="#">Special Educational Needs in Mainstream Schools Guidance Support</a>	2, 4
Enhanced cultural capital to narrow the gap between pupil premium and non-pupil premium pupils by reducing the gap in access to opportunities,	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)	2, 5



<p>inc. engagement in arts projects for disadvantaged pupils.</p> <p>Outdoor Learning – enhance character education, personal development and enrich the curriculum offer</p>	<p>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> <p><a href="#">EEF Arts Participation</a></p>	
<p>Extensive support for parents/carers (coffee mornings, EYFS Stay and Play, Open Events, Family Learning Workshops etc.) to support them in fully engaging with their child's learning.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as developing parental skills such as literacy or IT, for example, supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p><a href="#">EEF Parental Engagement</a></p>	2, 4
<p>EWO/Breakfast Club to improve rates of attendance and punctuality.</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>	6
<p>Collaborative team effort to address attendance by embedding the principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</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><a href="#">EEF Parental Engagement Guidance Report</a></p>	6

**Total budgeted cost: £ 110,265**

## 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 2021 to 2022 academic year.

#### **Teaching** – a focus on professional development

A range of researched interventions related to communication and language have been incorporated into our school's 'Plan, Do and Review' approach. Regular CPD facilitated in relation to the new Phonics scheme and skilled teaching staff worked collaboratively with colleagues to develop their own knowledge and understanding and therefore positively impacting on pupil development.

Targeted pupils are able to access learning with increased confidence and knowledge of key vocabulary and meanings. Ambition for all in an inclusive curriculum with pre-emptive support allowing all pupils to achieve their Optimum.

A return to residential and local trips after the Covid pandemic supplemented by curriculum visitors to school have enriched our curriculum. 'Hands-on' experience for our pupils to apply the learning that has taken place in the classroom in the wider context of the environment.

#### **Targeted academic support** – Close links between intervention support and classroom teaching.

Early identification of needs and a robust 'Plan, Do, Review' approach has ensured good progress for targeted pupils. Interventions reviewed, with CPD and 'best practice' used to enhance practice.

Targeted teacher intervention took place over a 12-week period in core subjects resulting in accelerated progress measures for pupils.

#### **Wider strategies** – Using social and emotional support to target non-academic barriers to success in and out of school.

'Team around the Family' approach in place within school, supported by our School Counsellor and external mental health practitioner. Practical support and effective signposting provided for families. Early identification of needs in place. Effective triage to ensure the right support is provided at the right time.

Breakfast and after school club available to all families who need it.

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. School absences continued for the 2021/22 period with isolation necessary for staff/pupils suffering from the Covid-19 virus.

Overall attendance for the 2021/22 period was again lower than in previous years due to the high rates of infection of the more transmissible Omicron variant. A collaborative team effort to address attendance by embedding the principles of good practice (set out in the DfE's *Improving School Attendance* advice) is in place.

## Further information (optional)