

St. Michael in the Hamlet Primary School Pupil Premium Strategy Statement 2025 - 2026

This statement details our school's use of pupil premium for the 2025-2026 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	420
Proportion (%) of pupil premium eligible pupils	24%
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Moreton Headteacher
Pupil premium lead	Sam Bannon
Governor / Trustee lead	Dave Patmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,055
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£170,055

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.

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 (September 2025), 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 2025 and July 2026.

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.	Poor speech & language on entry: assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps resulting in pupils starting EYFS with low academic baselines and limited social and emotional development.
2.	Low early reading skills: Early difficulties in reading often stem from minimal access to books and limited reading experiences at home. This reduces children's interaction with texts, restricts their ability to fully engage with the curriculum, and makes it more challenging to nurture a lasting enthusiasm for reading.

3.	Social and emotional problems affecting wellbeing and progress: supporting vulnerable families and pupils with socio-economic or social, emotional or mental health difficulties.
4.	Low prior attainment and increased gaps in learning: the effect of the national COVID-19 pandemic, such as limited social and emotional development, coupled with low academic baselines and an increasing proportion of pupils presenting with a wide range of complex needs, has caused gaps to widen.
5.	Specific additional needs, including those being supported as SEND: an increasing proportion of pupils are presenting with a wide range of complex needs. These include challenges in social communication, reduced working memory, issues with attention and concentration, delays in motor skill development, autistic spectrum conditions, as well as social, emotional, and mental health needs.
6.	Limited experiences outside school: due to the financial circumstances of our disadvantaged families, children have limited experience or opportunity beyond their home life, such as cultural opportunities extracurricular activities and trips, limiting exposure to new learning.
7.	Attendance and punctuality: attendance and number of Persistent Absentees, impacting both academic achievement and social development. Experienced staff collaborate closely with families to identify obstacles to regular attendance and implement strategies to overcome them.

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 (EYFS) curriculum and across the whole school. Reception children will be assessed using Wellcomm and any gaps identified and addressed. The Wellcomm programme has been shown to be effective in increasing the impact on children's communication and language outcomes, making it a valuable tool in early education. Baseline to end of programme outcomes will be strong. A number of EYFS pupils will have received a range of high quality speech & language interventions (Elklan) with key staff having received training to support them in delivering high quality intervention. In addition, during Spring Term, a MAST (Merseyside Association of Speech & Language Therapy) practitioner will work with a number of pupils to develop their attention and listening of specific recommended sounds.

	<ul style="list-style-type: none"> • 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.
'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.	<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.
CPD opportunities are provided for all staff to refresh and strengthen practice.	<ul style="list-style-type: none"> • High quality, robust CPD programme. • Sharing good practice and pedagogical research developments. • 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. Pupils demonstrate improved attitudes to, and behaviour for learning. • Children in receipt of the PPG will access wider school activities such as visits, clubs and residential (Y5 & Y6) • Improved pupil well-being through whole school culture, mentoring, PSHE, social & 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.

<p>Consistent and robust approach to managing attendance in place.</p>	<ul style="list-style-type: none"> • Early identification of pupils at risk of Persistent Absenteeism. • Whole school understanding of attendance expectations. • Year on year reduction in PA. • An increase in the attendance and punctuality of identified PP children. • The gap between the attendance of PP and non-PP children narrows.
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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: **£78,225**

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>Allocation of funds towards reading, writing and maths initiatives, mastery based approaches to teaching, subscriptions and high quality texts for EYFS, KS1 and KS2.</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>EEF Effective Professional Development Guidance Report</p>	1, 2, 3, 4, 5, 7
<p>* Cover for subject leaders dedicated leadership time and support to develop their area of the curriculum.</p> <p>* Teachers will use assessment data to inform their interventions to ensure that pupils make progress quickly.</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>Evidenced Based Education Great Teaching Toolkit Evidence Review</p> <p>Using pupil premium: guidance for school leaders (publishing.service.gov.uk)</p>	1, 2, 3, 4
<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 & well-being, employment).</p> <p>The development of language as a precursor to writing is supported by a new report from the Communication Trust. 'Talking</p>	1, 2, 3

	<p><i>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> <p>EEF Oral Language Interventions</p>	
<p>Purchase and embed Monster Phonics as a DFE validated Systematic Synthetic Phonics programme 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>EEF Phonics Toolkit Strand</p>	1, 2, 3, 4
<p>Allocation of funds towards Teaching Assistant recruitment for additional support for pupils in EYFS. TA will support pupils to develop language and communication skills and self-help skills and self-help so that they are ready for the next stage of their academic career.</p>	<p>EEF Guidance: Making Best Use of Teaching Assistants –</p> <ul style="list-style-type: none"> • Use of TAs to add value to what teachers do, nor replace them. • Use TAs to help pupils develop independent learning skills and manage their own learning. <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 4, 5

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

Budgeted cost: **£40,813**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Allocation of funds towards the use of an additional teacher (0.3) to support year group cohort with high percentage of pupil premium pupils and pupil premium pupils with SEND.	<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>Evidenced Based Education Great Teaching Toolkit Evidence Review</p> <p>Using pupil premium: guidance for school leaders (publishing.service.gov.uk)</p>	1, 2, 3, 4, 5
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>Evidence suggests that one-to-one learning helps to build self-esteem and confidence as well as plugging those gaps in knowledge.</p> <p>EEF One to One Tuition</p>	1, 2, 3, 4, 5
Small groups to support core skill acquisition, social and emotional development and readiness to learn.	<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. 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. <p>EEF Small Group Tuition</p> <p>Special Educational Needs in Mainstream Schools Guidance Support</p>	1, 2, 3, 4, 5

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

Budgeted cost: **£51,017**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> <p>Support offered via our provision map; from universal to higher level support through e.g. social services.</p> <p>Continue with School Counsellor and Pastoral Lead to develop pupils' social, emotional and mental health so that they fully access all aspects of school life.</p> <p>Allocation of funds towards a behaviour external specialist to work with vulnerable and disadvantaged pupils via small group engagement with a variety of activities.</p>	<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> <p>Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including domestic violence. Parental abandonment through separation or divorce, a parent with a mental health condition, being the victim of abuse (physical, sexual and/or emotional). Research has shown that early intervention is key to reducing the impact ACEs can have on later life.</p> <p>Adverse Childhood Experiences (ACEs) and Attachment - Royal Manchester Children's Hospital (mft.nhs.uk)</p> <p>EEF Social and Emotional Learning</p> <p>Special Educational Needs in Mainstream Schools Guidance Support</p>	3, 5
<p>Enhanced cultural capital to narrow the gap between pupil premium and non-pupil premium pupils by reducing the gap in access to opportunities, inc. engagement in arts projects for disadvantaged pupils.</p> <p>Outdoor Learning – enhance character education, personal development and enrich the curriculum offer</p>	<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>	3, 6

	EEF Arts Participation Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	
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>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>EEF Parental Engagement</p>	3, 5
Breakfast Club to improve rates of attendance and punctuality.	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.	7
<p>Headteacher and Attendance Lead to ensure that all parents are aware of expectations in regard to good attendance.</p> <p>Collaborative whole school team effort to address attendance by embedding the principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>School liaise with the Education Welfare Officer (EWO) to ensure attendance expectations remain high. Strategies to encourage high attendance are funded.</p>	<p>We can't improve attainment for PP children if they aren't attending as much as NPP children. Missing school for just a few days a year can damage pupils' chances of achieving well</p> <p>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</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>EEF Parental Engagement Guidance Report</p>	7

Total budgeted cost: £170,055

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 2024 to 2025 academic year.

Teaching – a focus on professional development

A range of research-informed interventions linked to communication and language have been embedded within the school's *Plan, Do, Review* approach. Regular CPD in Maths and the Monster Phonics scheme has been delivered, alongside collaborative working between skilled teaching staff and colleagues to strengthen knowledge and understanding. This has had a positive impact 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.

Participation in residential and local trips, supplemented by curriculum visitors to school have enriched our curriculum and enhanced cultural capital. Pupils have benefited from 'hands-on' experience by applying 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 booster sessions and teacher intervention in core subjects took place 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, our Pastoral Lead and our Mental Health practitioner. Practical support and effective signposting has continued to be provided for families. Early identification of needs is in place with effective triage to ensure the right support is provided at the right time.

Family group meetings and family learning sessions, led by staff, have been successfully implemented.

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

An external behaviour practitioner worked with staff and pupils one day a week, resulting in a positive effect on individual and school behaviour and pupil well-being.

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 and has resulted in improved attendance.