

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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's Catholic Primary School |
| Number of pupils in school | 222 |
| Proportion (%) of pupil premium eligible pupils | 13.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Natasha Scott |
| Pupil premium lead | Natasha Scott/ Justeena Pereira |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £43,695 |
| Recovery premium funding allocation this academic year | £2,248 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £45,943 |

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium funding is aimed at addressing the inequalities that exist between pupils from disadvantaged backgrounds. At St Michael's catholic Primary School we accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We have identified the barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals. We provide quality teaching, targeted academic support for pupils who we have identified are not making the expected progress. We are aware of the non-academic barriers to attainment such as attendance, behaviour and wellbeing. We have in place targeted academic support or wider strategies towards other pupils with identified needs, and have in place counsellors and psychologists to support those children in need.

Evidence shows that due to Covid-19, disadvantaged pupils have been disproportionately impacted in their learning, social and wellbeing. With the additional recovery premium funding we are able to further support a wider cohort of pupils whilst still maintaining the pupil premium strategy

We undertake vigorous monitoring and evaluation in order to account for the appropriate use of the Pupil Premium. This will allow us to be confident that pupils are being given the best opportunities to excel.

As such, we are working to refine teaching practice in language skills, whilst also providing targeted interventions to struggling learners. Our leadership team play a significant role in evaluating progress through ongoing supportive monitoring and quality assurance. They devote time to our staff for collective team planning, teaching and modelling by spending time in classrooms to provide coaching, training and to evaluate best practice.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low attainment and slow progress impacts on the ability to express themselves through language reading and comprehension. Forgotten learning due to school closures could affect slower progress rates towards end of key stage expectations / attainment and generally across the school |
| 2 | Pupils and their families have social & emotional difficulties, including poor health and mental health issues. Poor housing conditions, temporary housing arrangements. |
| 3 | Pupils have limited experiences beyond their home life and immediate community due to parents working patterns and low incomes. |
| 4 | Wellbeing, mental health, lateness and poor attendance. Safeguarding concerns for all, especially vulnerable pupils. |

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 |
|---|--|
| See an Increase in attainment in KS1 and KS2 in reading, writing and other subject areas. | Achieve national average progress scores in KS1 and KS2 |
| HLTA deployed effectively to support catch-up across the school. Training in place to enable effective provision. | HLTA to support disadvantaged on various intervention programmes when needed. Targeted pupils receive additional, high quality speech and language therapy and intervention Parents are engaged in the development of their child's speech and language. |
| Increased well-being and emotional support for all pupils, including those eligible for PP | Focus on mindfulness across school and raised awareness of everyone's mental health |
| All pupils are given the opportunity to new experiences that enable them to be expressive in their learning. | Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. |

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: £ 20,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continue to fund a Higher Level Teaching Assistant (part cost) | The school has reviewed its practices and with the implementation of the new curriculum (RWI) The use of a HLTA to provide cover small groups classes has a positive impact on pupil's progress. Pupils have consistency in their learning. Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 2 |
| Speech therapy | Speech therapy provides effective direct intervention for individuals or groups of children who require specialist support. Professionals work collaboratively with school staff to develop their understanding of how to support those with SLCN (speech, language and communication needs). | 2 |

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

Budgeted cost: £ 20,560

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------|---|-------------------------------|
| Counsellor | The Counsellor has been working with many of our FSM pupils. The positive impact and the progress of these children, both academically and emotionally, is evident. | 1, 2, 3, 4 |

| | | |
|---|---|---------|
| Psychology service | The educational psychology provide valued assessment involving specific activities to identify a child's specific learning style, strengths and areas of need. | |
| Resources for development & improvement | The continued investment in the curriculum through literacy programmes, improved phonics and reading programmes has seen improvement in all year groups. Pupil progress has improved through the purchase of effective language, reading, writing resources. Evidence from The Education Endowment Fund https://educationendowmentfoundation.org.uk/ provides tools and approaches to teach specific concepts or topics and adjust curriculum content in the medium or long term to improve teaching and learning. | 1 |
| Resources for interventions | Provision of interventions and good teaching in all classes identifies children who need to catch up. Interventions will challenge and improve shortfalls in academic ability, language skills, mental health and well-being. | 1, 2, 4 |

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

Budgeted cost: £5,283

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------|--|-------------------------------|
| EYFS Resources and Initiatives | Investing in quality resources will help early year's providers try to close the attainment gap between the most disadvantaged children and their peers. At the end of Reception, 19% fewer children eligible for Free School Meals achieve a "good level of development" (GLD) than children who are not eligible. To make a difference having extra targeted strategies for the rate of progress these children make, and by | 1, 2 |

| | | |
|--|--|------------|
| | ensuring practitioners focus specifically on these children's progress. | |
| The Brilliant Club | <p>The Nuffield foundation research shows Up to one in four students from lower socio-economic backgrounds take courses at 'less prestigious' universities despite having the grades for 'more selective' institutions, according to UCL research.</p> <p>The Scholars Programme aim is to improve this and by participation from year 5 &6</p> <p>Encourages pupils to have a feel for the University experience and to have higher expectations.</p> | 1, 2, 3 |
| Residential Educational Visits and day trips | Through the provision of residential trips pupils will develop independence in year 6. Our pupils also have the opportunity to visit historical and cultural sights and can apply their experience through their work. Pupils become enthusiastic and excited for school when trips are planned which has a positive impact on lateness and attendance. | 1, 2, 3, 4 |

Total budgeted cost: £ 45,943

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.

| |
|---|
| Please refer to Pupil premium strategy for academic year 2020 2021 https://st-michaels.newham.sch.uk/parents-and-carers/premiums/ |
|---|

Externally provided programmes- NA

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)- NA

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)

At St Michaels' we will ensure the our planning of the pupil premium will always have the impact that we had expected and all our children meet their full potential.