

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 | 221 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022,2022-2023 |
| Date this statement was published | 2022 |
| Date on which it will be reviewed | 2023 |
| 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 | £64,375 |
| Recovery premium funding allocation this academic year | £4,386 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | The total budget cost for 2021 to 2022 was £45,943, so there was no carry forward |
| 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 | £68,761 |

Part A: Pupil premium strategy plan

Statement of intent

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. Our intention is that pupils, irrespective of the challenges they face, will make good progress and achieve across all curriculum areas.

The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 have increased the number of intervention groups to further support those pupils and quickly address gaps in their learning. 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.

Our aim is to be responsive, using comprehensive assessment tools alongside 'progress support meetings' to identify and monitor all pupils' progress.

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:

- 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 and disadvantaged pupils are challenged in the work that they're set
- 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 | Observations and School Progress Meetings have shown under developed oral language skills and language gaps in pupils. our disadvantaged pupils have been impacted by the school closures due to the COVID pandemic. This has resulted in curriculum knowledge gaps leading to pupils falling behind their age related expectations. |
| 2 | Pupils and their families have social & emotional difficulties, including poor health and mental health issues. Poor housing conditions, temporary housing arrangements. Impacts on pupil concentration and learning outcomes |
| 3 | Pupils have limited experiences beyond their home life and immediate community due to parents working patterns low incomes and the cost of living crisis. Parents have limited time to help their children outside of the school day which impacts on learning |
| 4 | Wellbeing, mental health, lateness and poor attendance. Safeguarding concerns for all, particularly vulnerable pupils. |
| 5 | More pupils requiring support in social and emotional skills and opportunities to engage with enrichment activities |

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 and language skills. Improved reading attainment and maths | Achieve national average progress scores in KS1 and KS2. Evidence gathered through book looks, lesson observations and formative assessment. Further evidence gathered using end of key stage 2 assessments |
| HLTA' s deployed effectively to support catch-up across the school. Teaching assistant to undertake interventions groups in all areas of 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 | Regular discussion will show improved wellbeing among all pupils as well as disadvantaged pupils. Evidence will be gathered through student voice discussions (e.g. school council, pupil/parent questionnaires) as well as teacher observations |
| All pupils are given the opportunity to new experiences that enable them to be expressive in their learning. | Children have access 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: £ 32,507

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Continue to fund two Higher Level Teaching Assistant (part cost) | <p>The school has reviewed its practices and with the implementation of the new curriculum (RWI) https://www.ruthmiskin.com/programmes/phonics</p> <p>£1,775 £541</p> <p>The use of two HLTA to provide cover small groups classes has a positive impact on pupil's progress. Pupils have consistency in their learning.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>£23,951</p> | 1, 2,3 |
| 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). | 1,2,4,5 |

| | | |
|--|---------------|--|
| | £6,240 | |
|--|---------------|--|

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

Budgeted cost: £32,604

| 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. £5,890 | 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. £980.00 | 1,2,5 |
| Diagnostic Standardised Assessment | Progress in Reading Assessment (PiRA) and Progress in Understanding Mathematics Assessment (PUMA) is standardised, curriculum-related series of tests developed to evaluate students' progress in Reading and Maths respectively. Now using: NFER Assessments to determine whether individual pupil should receive a Reading or Maths intervention https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/nfer-tests-analysis-tool £3,044 | 1,2,3 |
| 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 | 1, 2 |

| | | |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| | <p>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. £1,224</p> | |
| Resources for interventions | <p>Provision of interventions and good teaching in all classes identifies children who need to catch up. The intervention lead monitors and challenges intervention group work and ensures improvements are made in any shortfalls in academic ability, language skills, mental health and well-being.</p> <p>Member of SLT – Intervention Lead (part cost) £21,466</p> | 1, 2, 4 |

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

Budgeted cost: £3,650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| EYFS Resources and Initiatives | <p>Investing in quality resources will help early year's providers try to close the attainment gap between the most disadvantaged children and their peers. To make a difference having extra targeted strategies for the rate of progress these children make, and by ensuring practitioners focus specifically on these children's progress. £450</p> | 1, 2,4 |
| The Brilliant Club | The Nuffield foundation research shows Up to one in four students | 1, 2, 3,5 |

| | | |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| | <p>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> <p>£2,200</p> | |
| Residential Educational Visits and day trips | <p>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.</p> <p>£1,000</p> | 1, 2, 3, 4 |

Total budgeted cost: £68,761

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.

Please refer to Pupil premium strategy for academic year 2021 2022

<https://st-michaels.newham.sch.uk/parents-and-carers/premiums/>

Our internal data for 2020/2021 showed that there were gaps in the attainment between disadvantage and non-disadvantage pupils due to COVID-19. A post lockdown curriculum was designed to address the gaps and support the development of all pupils. High-quality interventions, with special focus on strategies to support deeper knowledge were implemented.

Evidence on our internal tracking data shows where many of the gaps were closed and where we have caught up with lots of learning as reflected in the results for 2021-2022.

Our internal assessment data for 2021-2022 in reading, writing and maths tells us that we are closing the gaps between our disadvantage and non-disadvantage pupils

| | Age Related Expectations | |
|---------|------------------------------|-----------------------------------|
| | Disadvantaged 49 children | Non-Disadvantaged 123 children |
| Reading | 20(50%) | 50(52.1%) |
| Writing | 15(37.5%) | 40(42.1%) |
| Maths | 20(50%) | 41(12.8%) |

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted 2020-2021 and into 2022, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils. Disadvantaged pupils participated in co-curricular events and extracurricular activities; one example being the implementation of the Zones of Regulation programme which saw pupils being able to identify their zone, possible trigger and strategies for support. This has led to pupils being able to develop greater control and increase their problem solving abilities. Monitoring and tracking attendance, especially of disadvantage pupils was another focus area. Pupils at risk of consistent absenteeism were closely monitored throughout the year. Meetings were held and

provisions put in place to support parents where necessary. Whole School Attendance was 95.2% compared to Pupil Premium which was 95.04.

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.