

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 210 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2024 |
| Date this statement was published | 2023 |
| Date on which it will be reviewed | 2024 |
| 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 | £72,370 |
| 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 2022 to 2023 was £68,761, 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 | £78, 934 |

Part A: Pupil premium strategy plan

Statement of intent

Here at St Michael's we have high aspirations and ambitions for all our pupils and strongly believe that they should, irrespective of their socio-economical background, be given access to a variety of exciting opportunities and a rich and varied curriculum where they can achieve their highest potential. This is especially true of our disadvantage pupils, to whom we offer targeted academic support as well as addressing non-academic barriers such as attendance, behaviour and wellbeing, which will address the inequalities that exist between them and their non-disadvantage counterparts.

As a school we recognise that there are pupils who are eligible for Pupil Premium but are Not underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is therefore our aim to plan, adapt and prepare for any individual, or group, in which there is evidence of underperformance.

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.

1. To continue to raise the aspiration, access, attainment and achievement of all pupils regardless of background ,challenge or need

- *To develop the adaptations made to support pupils with SEND pupils (particularly pupils with complex needs) so that these pupils can build up and secure their knowledge from their starting points and can meet the specific needs of all pupils consistently well.*
- *To continue to develop the school's marking policy so that marking is meaningful, manageable and motivating.*

2. To continue to secure the fundamental wellbeing and positive development of pupils

- *continue to develop robust and consistent strategies that promotes increased attendance for all pupils*
- *continue to formalize the school's well-being offer for pupils and ensure that the RSE curriculum, in an age appropriate manner, makes pupils aware that they have the right to protect their own physical, mental and social self.*

- *To ensure learners are taught regulation competencies aligned to their developmental continuum and be given the opportunities to practise the skills in a safe and supportive environment.*

3. To continue to refine and deliver an ambitious curriculum which addresses the gaps and supports the development of all pupils

- *ensure that pupils have access to rich experiences in a coherently planned way, in the curriculum and through visits and visitors, that considerably strengthens the pupils' learning experiences.*

4. To continue to develop children's spiritual identity and understanding

- *Implement the new Religious Education Directory (RED) so that pupils are religiously literate and consciously engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life.*

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 |
| 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 have 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)

| 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 curriculum (RWI)</p> <p>https://www.ruthmiskin.com/programmes/phonics</p> <p>https://clpe.org.uk/</p> <p>£1,775</p> <p>£541</p> <p>£385</p> <p>The use of two HLTA to provide cover for 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). £6,270 | 1,2,4,5 |
|----------------|--|---------|

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

| 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 |
| 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 £2,806 | 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 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 | 1, 2 |

| | | |
|-----------------------------|--|---------|
| | <p>teach specific concepts or topics and adjust curriculum content in the medium or long term to improve teaching and learning. Supporting quality first teaching and adaptation</p> <p>https://www.twinkl.co.uk/</p> <p>£1003.51</p> <p>RED training and resources for implementation</p> <p>£3,500</p> <p>Termly visitors into the school</p> <p>£1860</p> <p>Purchase of additional IT resources to deliver a high quality computing curriculum and make greater cross curricular links.</p> <p>£5,505.30</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 wellbeing.</p> <p>Member of SLT – Intervention Lead (part cost)</p> <p>£21,466</p> <p>Development to mental health and well-being area</p> <p>£500</p> | 1, 2, 4 |

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

| 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.</p> <p>£2,500</p> | 1, 2,4 |

| | | |
|--|---|------------|
| 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>£2,000</p> | 1, 2, 3, 4 |
|--|---|------------|

Total budgeted cost: £79, 950.81

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for disadvantaged pupils

Please refer to Pupil premium strategy for academic year 2022 2023

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

Our whole school internal data for 2022-2023 shows that the gap between the disadvantage and non-disadvantage is diminishing :

| | Age Related Expectations | | Above Age Related Expectations | |
|----------------|------------------------------|-----------------------------------|--------------------------------|-----------------------------------|
| | Disadvantaged 49 children | Non-Disadvantaged 150 children | Disadvantaged 49 children | Non-Disadvantaged 150 children |
| Reading | 47.7% | 48.2% | 15.9% | 15.8% |
| Writing | 38.6% | 33.3% | 9.1% | 10.5% |
| Maths | 38.6% | 44.3% | 15.9% | 16.5% |

Our Age Related Expectations was shared with the teachers so that there was clarity around what the minimum expectations would be for each year group per term, and this has been supportive in the assessment process.

After receiving training from the Speech and Language therapist, interventions for language activities in place in EYFS and KS1, this was led by HLTA's e.g. language bags used as part of homework, attention bucket. Year 6 booster sessions were put in place to address the gaps in learning due to Covid-19, to help improve progress and attainment.

Our data for phonics showed that 100% of our PP children passed the screening in this academic year. High quality interventions with special strategies to support the areas the children needed to consolidate were identified through assessments. These interventions were put in place for these children with trained teaching assistants.

Well-being continues to be a key focus for our children, e.g. social groups, friendship groups to support children with their social skills. The children who were having difficulty making and sustaining friends have made friendships and are learning skills to maintain them. The counsellor also meetings with many of the FSM who have

benefited from the support and the improvements in their academic and emotional development has been positive.

Teachers planned opportunities to broaden their experiences e.g. demolition site visit in year 4, Architects in schools for year 5, experiences of which the children can talk in detail.

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