

Pupil premium strategy statement – St Michael’s VA Junior School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	July 2023
Date on which it will be reviewed	Annually
Statement authorised by	Governing Board
Pupil premium lead	Mrs H McCarney
Governor lead	Mrs L Bolt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,240
Recovery premium funding allocation this academic year	£10,260
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£230,600

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's our pupils from disadvantaged backgrounds are a significant group, but many families in the area also experience hardship or are "just about managing". Many of these pupils have additional barriers to learning, and it is our intention to offer all children whatever additional support they need in order to achieve their potential. We intend for all our pupils who experience disadvantaged to leave St Michael's as confident individuals who are willing to take risks, participate fully in their learning and seize opportunities. We will work with their families to ensure good school attendance. The children will read fluently and widely and be able to express their opinions and views respectfully. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will have the opportunity to attend extra-curricular activities and play an active role in school life. They will aspire similar to or above those of their peers and achieve well.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils
2	We have noticed that children who are PP and SEN tend to make less progress than Non PP/Non SEN pupils.
3	Attendance rates for pupils eligible for PP are below the target for all children (95%), this impacts on their learning.
4	The impact of low income on well-being, family life, experiences and aspirations means that PP children often require more pastoral support than non-PP pupils.
5	Due to additional pressures of the cost-of-living crisis, some families cannot financial support school trips and extra-curricular 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 phonics, reading and writing attainment among disadvantaged pupils.	RWI and phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. KS2 reading and writing outcomes in show that disadvantaged pupils will have made accelerated progress from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in show that disadvantaged pupils will have made accelerated progress from their starting points.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils - with a lower % needing intervention. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being consistently below national.
All children should be able to access school opportunities, trips and extracurricular sessions.	PP children are taking up places in extracurricular activities and attending school trips.

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: £ 7,750

RWI phonics and reading training – £5,250.

Voice 21 (oracy) training - £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics: RWI phonics and reading training and refresher for staff and those new to school. Phonics and reading leaders to evaluate effectiveness of teaching and to plan appropriate remedial actions, monitor impact.	Phonics toolkit EEF + 5months DfE accredited phonics programmes. <ul style="list-style-type: none">• Phonics strategies, EEF T&L toolkit	1, 2
Oracy project Voice 21 training for leaders and dissemination to staff. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: EEF Toolkit Oral language interventions Our impact report 2016 – 2021 - Voice 21	1, 2

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

Budgeted cost: £ 36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers in Year 6 to teach maths and reading to reduce class sizes. Provide booster sessions in smaller groups and 1:1 tuition.	EEF +4 and +5 months progress respectively.	1, 2

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

Budgeted cost: £ 186,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Pastoral Team to support pastoral needs of children in school and help to engage families in their child's education.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <i>EEF Toolkit Social and Emotional Learning in Primary Schools</i>	4
Senior teacher and Attendance Support Worker employed to promote good attendance, monitor and support families.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk)	3
Subsidising school activities to ensure equality of opportunity	Attendance at extra-curricular clubs is carefully monitored and shows increasing uptake of PP children. No child is unable to attend school trips due to cost.	5

Total budgeted cost: £ £230,620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Outcomes in July 2023 for year 6 in the SATs evidence that there still exists a wide gap between PP children and All:
Maths - All Expected – 78% GD 11% PP – Expected - 56% GD – 12%
Reading – All Expected – 70% GD 24% PP – Expected – 35% GD 14%
Writing – All Expected – 71% GD 18% PP Expected – 30% GD – 5%
2. Outcomes for Year 4 in the multiplication check evidence that PP children are performing above the national mean. National mean is 19/25. PP Pupils at St Michael's mean is 20.5/25
3. Attendance for PP children this academic year was 93.01% and FFT National was 92.8%.
4. The Pastoral Team worked with 89% of all PP children and PP children made up 46% of their caseloads of the whole school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	