



# St Michael's CE Primary School Pupil Premium Strategy Statement 2023/2024

This statement details St Michael's CE Primary School's use of pupil 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 CE Primary School, Sandhurst
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Stuart Bevan Headteacher
Pupil premium lead	Gareth Parsons Deputy Headteacher
Governor / Trustee lead	Polly Harris Pupil Premium Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,975
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 11,975

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Progress for lower performing Pupils eligible for PPG is not currently enabling all to reach Age Related Expectations (ARE). Core skills (word reading, reading comprehension, development of writing skills, arithmetic skills and understanding of times tables) have been lower for pupils eligible for PPG than those pupils who are not eligible for PPG.

2	Social and emotional resilience and wellbeing: affects learning, relationships, mental health.
3	Pupils eligible for PPG need to have access to an enriched curriculum, sporting activities and opportunities to bring them in line with non-pupil premium children.
4	Family dynamics affects relationships and wellbeing for some children.
5	Home support from families and links between home and school, for some children, affects progress and attainment.

## 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
Pupils eligible for PPG make as much or more progress than non-PPG pupils (especially Lower Attaining Pupil Premium Children) and attain at least ARE in core subjects.	Assessments, observations, learning walks, pupil progress meetings indicate significantly improved progress and attainment among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupils eligible for PPG to develop emotional resilience, social skills and develop mental health/wellbeing strategies.	Measured through attendance, performance in class and attitude to learning and positive attitude around all areas of school life. Attainment and progress will be positively impacted by this. Qualitative data from student voice, student and parent surveys and teacher observations. Improved attendance.
Pupils eligible for PPG have access to an enriched curriculum, sporting activities and opportunities to bring them in line with non-pupil premium children.	Children will have strengthened their social skills/interaction with peers and amount of physical activity. Pupils eligible for PPG will gain in confidence, engagement and attendance. There will be significant increase in participation in enrichment activities and sporting activities, particularly among disadvantaged pupils.
Families feel supported by the school and wellbeing for children is improved.	Positive feedback through parent surveys, positive feedback from parenting sessions, workshops and parent meetings. Feedback from SENCo.

Links between home and school improve, resulting in improved progress, attainment and attitude to learning.	Significantly improved progress and attainment among disadvantaged pupils measured through assessment data. Improved attendance monitored through attendance register. Improved attendance at parents' evenings. The quantity and quality of work produced at home will increase, as a result of the stronger relationships between home and school as well as clear expectations of parent/carers and students.
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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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focussed Teacher and TA support during lessons.</p> <p>High-quality feedback for Pupils eligible for PPG as a priority (both verbal and written).</p> <p>Pupils eligible for PPG are thought about first when planning, at the start of the lesson and are regularly checked in with during the lesson.</p> <p>They are given feedback first whether verbal or written.</p>	<p>Employing experienced and skilled TA support during core lessons gives the opportunity to split the class/inputs at key times to maximise impact and support learning needs.</p> <p>Research in all areas of education has shown that the higher-skilled staff have the greatest impact on pupils. Therefore, some of the PPG funds will be used towards CPD training for key staff (Supply costs for staff delivering CPD).</p> <p>EEF research on feedback, as well as MITA research, shows that high-quality, timely feedback (both verbal and written) has a huge impact on pupils' progress. Feedback identifies the next steps in the children's learning and allows pupils to take</p>	1, 2, 3, 5

	ownership of their learning and adults to plan effectively.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work for consolidation / pre-teaching and follow up booster if appropriate.	<p>Our children, who can often have a lack of support at home, will most likely benefit from this focussed time.</p> <p>EEF One to One Tuition research has shown high impact of 1:1 and small group work for less able children.</p> <p>EEF One to One Tuition research has noted the importance of small group work and its effectiveness, in a suitable environment. We believe that small group work for consolidation / pre-teaching allows children to stay on track with their learning and prepare for upcoming challenges effectively.</p>	1, 2, 3, 5

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

Budgeted cost: £ 1975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Growth Mindsets refresher.</p> <p>Support from SENCo for pupils identified.</p> <p>Talk time with Nurture Assistant</p>	<p>Emotional resilience and wellbeing is key for many of our children, especially those eligible for PPG.</p> <p>Adults will bring Growth Mindsets to the fore in lessons improving wellbeing and reducing barriers to learning and relationships.</p>	2, 4, 5

<p>All Pupils eligible for PPG given access to subsidised trips, residential trips music tuition and clubs.</p> <p>Pupils eligible for PPG families have the opportunity to request help with school uniform.</p> <p>Pupils eligible for PPG attend morning club at no cost.</p>	<p>The families of Pupils eligible for PPG could be at a disadvantage if Pupil Premium children do not have access to enriched curriculum we offer.</p> <p>Self-esteem is raised and pupils have access to experiences they might not otherwise have.</p> <p>Children are not defined by their appearance.</p> <p>For some Pupils eligible for PPG, the morning routine may be a busy one and can be fraught. Therefore, encouraging children to attend Morning Club may help them have a calm start to the school day and they will be ready to learn.</p>	3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4, 5

**Total budgeted cost: £ 11,975**

## 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 2022 to 2023 academic year.

	Reading ARE+		Writing ARE+		Maths ARE+		RWM ARE+	
	PP	All	PP	All	PP	All	PP	All
<b>Ducklings</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Year 1</b>	0%	73%	0%	68%	33%	82%	0%	68%
<b>Year 2</b>	50%	71%	50%	68%	50%	75%	50%	57%
<b>Year 3</b>	100%	93%	0%	87%	100%	87%	0%	80%
<b>Year 4</b>	100%	96%	0%	74%	100%	91%	0%	74%
<b>Year 5</b>	100%	96%	100%	87%	0%	96%	0%	87%
<b>Year 6</b>	100%	93%	67%	90%	100%	86%	67%	83%
	Reading GDS		Writing GDS		Maths GDS		RWM GDS	
	PP	All	PP	All	PP	All	PP	All
<b>Ducklings</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Year 1</b>	0%	32%	0%	9%	0%	27%	0%	9%
<b>Year 2</b>	0%	18%	0%	4%	0%	14%	0%	4%
<b>Year 3</b>	0%	30%	0%	10%	0%	37%	0%	10%
<b>Year 4</b>	0%	48%	0%	17%	0%	52%	0%	17%
<b>Year 5</b>	0%	48%	0%	35%	0%	39%	0%	35%
<b>Year 6</b>	33%	45%	0%	14%	33%	28%	0%	7%

PPG children continue to be the first check in with all teachers. Children continue to make progress in all year groups. Pupils in Year 1 continue to be a priority for intervention and support, with writing as a whole school focus in all year groups, especially PPG children. Pupils eligible for PPG are developing more emotional resilience, social skills and have developed mental health/wellbeing strategies across the year through whole class, 1:1 and PPG group discussion, activities and interventions. All PPG have been offered a number of enrichment activities to participate in as well as sporting activities and opportunities to bring them in line with non-pupil premium children. All families feel supported by the school and the wellbeing of their children has improved. Links continue to be developed and enhanced between home and school resulting in improved progress, attainment and attitude to learning. One child's attainment continues to be an issue but we continue to work closely with the family to improve this situation. Evidence from pupil and parent voice, data analysis, progress meetings and classroom observation.