

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 CE Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 to August 2022
Date this statement was published	1 st September 2021
Date on which it will be reviewed	31 st August 2022
Statement authorised by	Jane Bruten
Pupil premium lead	Jane Bruten
Governor / Trustee lead	Stephen Pihlaja

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,095
Recovery premium funding allocation this academic year	£25,375 + £18,022 School led tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,328
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	£256,798

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's CE Primary School, the vision for our pupils is that they will be encouraged, supported and enabled to aspire, nurture, enjoy and flourish in the love of God. We believe that every child deserves the opportunity to be afforded an exciting, broad and balanced curriculum, that allows them to achieve their greatest potential, despite their background and social inexperience's.

Our disadvantaged children are specifically targeted to ensure that not only do they receive the very best provision but a targeted, further enhanced provision. We also work to support the families of disadvantaged children, ensuring they can successfully access the educational provision at St Michael's.

Our pupil premium strategy is based on three core principles, as set out by the Education Endowment Foundation. Our aim is to improve teaching and learning; offer targeted academic support and a range of wider strategies to support disadvantaged children, their families and the wider community.

Challenges

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

Challenge number	Detail of challenge
1	<p>Teaching and learning rated as 'Requires Improvement' by OFSTED March 2020 and an external review in May 2021.</p> <p>Investment in a whole school 'coaching' model to ensure that all teaching is 'good' by the end of the 2021 to 2022 academic year. We need to ensure that all children (including disadvantaged) receive good quality teaching and learning every day. This will have the greatest positive impact on attainment and progress of children.</p>
2	<p>Children enter the EYFS with a low threshold of communication and language skills and this is particularly evident for our disadvantaged children.</p> <p>Children must develop these skills so that they can articulate their learning and understanding of the curriculum.</p>
3	<p>1 to 1 Support - there are several children in school who require 1 to 1 full time support yet are not in receipt of the funding for this. By identifying disadvantaged children who require this, PP funding can be effectively utilised to ensure they are able to attend school full time and can begin to be integrated into the classroom and thus begin to make progress.</p>

4	Behaviour - several children are struggling with positive behaviours in the classroom. This impacts on their attainment and progress (and that of other children.) Working in partnership with their parents the emphasis is on 'positive' behaviours and the support individual children need to succeed.
5	Attendance - there is a link between good attendance and attainment. For some of our disadvantaged families they are not able to provide a healthy / nutritious breakfast for their children. This will encourage the children to come into school on time and will impact positively on their focus / concentration.
6	<p>Data - the gap between disadvantaged and non-disadvantaged pupils has increased as a result of Covid-19. Pupil premium funding will assist in ensuring disadvantaged pupils receive high quality interventions so that the attainment gaps between disadvantaged and non-disadvantaged pupils close.</p> <p>Attainment Year 2 (Year 1 2020 to 2021) RWM 52% (85% not Disad) achieved the expected standard / RWM 5% (15% not Disad) achieved the higher standard. Reading 62% (93% not Disad) achieved the expected standard / Reading 10% (33% not Disad) achieved the higher standard. Writing 57% (89% not Disad) achieved the expected standard / Writing 5% (26% not Disad) achieved the higher standard. Maths 57% (85% not Disad) achieved the expected standard / 14% (15% not Disad) achieved the higher standard.</p> <p>Attainment Year 3 (Year 2 2020 to 2021) RWM 44% (62% not Disad) achieved the expected standard / 0% (6% not Disad) achieved the higher standard. Reading 56% (76% not Disad) achieved the expected standard / 12% (18% not Disad) achieved the higher standard. Writing 44% (68% not Disad) achieved the expected standard / 0% (9% not Disad) achieved the higher standard. Maths 52% (68% not Disad) achieved the expected standard / 12% (9% not Disad) achieved the higher standard.</p> <p>Attainment Year 4 (Year 3 2020 to 2021) RWM 48% (75% not Disad) achieved the expected standard / 0% (16% not Disad) achieved the higher standard. Reading 65% (81% not Disad) achieved the expected standard / 0% (16% not Disad) achieved the higher standard. Writing 48% (75% not Disad) achieved the expected standard / 4% (16% not Disad) achieved the higher standard. Maths 61% (81% not Disad) achieved the expected standard / 13% (19% not Disad) achieved the higher standard.</p> <p>Attainment Year 5 (Year 4 2020 to 2021) RWM 52% (77% not Disad) achieved the expected standard / 0% (3% not Disad) achieved the higher standard. Reading 74% (87% not Disad) achieved the expected standard / 19% (33% not Disad) achieved the higher standard. Writing 56% (80% not Disad) achieved the expected standard / 0% (7% not Disad) achieved the higher standard. Maths 67% (83% not Disad) achieved the expected standard / 7% (23% not Disad) achieved the higher standard.</p>

	<p>Attainment Year 6 (Year 5 2020 to 2021)</p> <p>RWM 52% (65% not Disad) achieved the expected standard / 0% (14% not Disad) achieved the higher standard.</p> <p>Reading 56% (84% not Disad) achieved the expected standard / 24% (26% not Disad) achieved the higher standard.</p> <p>Writing 52% (74% not Disad) achieved the expected standard / 16% (3% not Disad) achieved the higher standard.</p> <p>Maths 56% (74% not Disad) achieved the expected standard / 16% (36% not Disad) achieved the higher standard.</p> <p>Attainment Year 6 Assessment 2021</p> <p>RWM 52% (65% not Disad) achieved the expected standard / 0% (14% not Disad) achieved the higher standard.</p> <p>Reading 56% (84% not Disad) achieved the expected standard / 24% (26% not Disad) achieved the higher standard.</p> <p>Writing 52% (74% not Disad) achieved the expected standard / 16% (3% not Disad) achieved the higher standard.</p> <p>Maths 56% (74% not Disad) achieved the expected standard / 16% (36% not Disad) achieved the higher standard.</p>
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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
To improve the teaching and learning across the whole school to at least good.	100% of teaching to be at least good Lesson observation, feedback, learning walks, team teaching, peer observation, data, staff and pupil voice etc.
To implement a range of structured interventions to support disadvantaged pupils in all year groups.	Attainment and progress data improve for disadvantaged children. The gap between disadvantaged and non-disadvantaged diminishes.
To provide a range of strategies to support disadvantaged children and their families (the wider community) in successfully accessing the educational provision at St Michael's.	Attendance and punctuality improved. Incidents of poor behaviour reduced. Parental engagement improved.

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: Approximately £128,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve teaching and learning across the whole school in all subject areas ensuring 100% of teaching is at least good to enable improvements in all pupil outcomes, including for disadvantaged pupils.</p>	<p>The EEF Pupil Premium Guide states that, 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium'.</p> <p>It also states that, 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p> <p>Teaching and learning rated as 'Requires Improvement' by OFSTED March 2020 and an external review in May 2021.</p> <p>Through a planned 'Coaching' model, at least 80% of teaching will be at least 'good.' Remaining 20% to be 'good' by the end of the 2021 to 2022 academic year.</p>	<p>1 2 4 6</p>
<p>To support and effectively develop the teaching and learning of the Early Career Teachers (x2) and the NQT's + 1 (x4)</p>	<p>The EEF states: <i>Retaining teachers in the early part of their careers is an ongoing challenge for the school system. According to the latest workforce data, around a fifth of teachers entering the profession in 2017 had left it within two years.</i></p> <p><i>In 2019, the Department for Education (DfE) launched the Early Career Framework (ECF) as part of its Teacher Recruitment and Retention Strategy. From September 2021, the government is funding an entitlement for all early career teachers in England to access high quality professional development at the start of their career. This programme intends to bring teaching in to line with other professions, guaranteeing ongoing development for early career teachers beyond their initial teacher training. Developed in consultation with schools, academics and experts, the ECF aims to support teaching quality by further developing the core knowledge and professional skills early career teachers need in five core areas of teaching practice: assessment, curriculum, behaviour management, pedagogy, and professional behaviours. The evidence underpinning</i></p>	<p>1 4 6</p>

	<i>the content of the ECF has been independently assessed and endorsed by the EEF.</i>	
Recruitment and Retention - 3 Phase Leaders appointed - to support staff within phases in the development and improvement of teaching and learning / improve the communication between staff and SLT.	The EEF recommends: <i>Create a leadership environment and school climate that is conducive to good implementation. Set the stage for implementation through school policies, routines and practices. Identify and cultivate leaders of implementation throughout the school. Build leadership capacity through implementation teams.</i>	1 4 6
To improve the communication and language skills of children throughout the school. To employ a specialist teaching assistant to lead on Speech and Language across the school.	The EEF states: <i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i> Oral language approaches might include: <i>explicitly extending pupils' spoken vocabulary the use of structured questioning to develop reading comprehension the uses of purposeful, curriculum-focused, dialogue and interaction.</i> <i>Martin & Miller, 2003 state that pupils with Communication difficulties will struggle with their 'ability to communicate, either to understand or to express themselves which seems to prevent them from learning'. Furthermore, 'communication may affect their relationships with other children, or with adults in school and this can lead to social isolation and low self esteem' (Pascoe, Stackhouse, & Wells, 2006).</i> <i>The work of Wellington & Stackhouse, 2011 says 'the ability to use language and communication skills underpins the whole school curriculum, be it for learning or interacting with peers, teaching staff and others'</i>	2 6
EYFS The EYFS Lead to work alongside EYFS staff to target support for PP eligible pupils and raise standards across EYFS. Break support into 3 areas as suggested by The British Association for Early Childhood Education Training Developing the home learning environment Widening life experiences	<ul style="list-style-type: none"> Identified children make accelerated progress from their starting points. The Sutton Trust identifies that participation in enhancement activities such as visits to the arts accelerate progress. Approach chosen as a way of enhancing self-esteem and self-confidence through specific activities such as yoga, dance and educational visits to the local area. These approaches can enhance the learning for the children and meet all the areas of the EYFS. 	1 2 6
To embed a 'Love of Reading' from EYFS through to Year 6.	EEF recommends: <i>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills.</i> <i>Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for</i>	2 3 6

	<p><i>confident and competent reading, but neither is sufficient on its own.</i></p> <p><i>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</i></p> <p><i>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</i></p>	
To build foundations with the Maths team for a 'Mastery' approach to the teaching and learning of Mathematics throughout the school.	<p>The EEF states:</p> <p><i>Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</i></p> <p><i>A high level of success should be required before pupils move on to new content - it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i></p> <p><i>Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning.</i></p> <p><i>There is large variation behind the average impact - mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</i></p>	1 2 6
Barriers to Learning these priorities address.	<p>1)'Good' teaching not always present in every classroom on a consistent basis and lessons not planned and delivered to build knowledge over time. (Ofsted March 2020)</p> <p>2) Significant gaps in learning which will be increased as a result of lockdown for the most disadvantaged pupils (March 2020 ongoing)</p> <p>3) Development of teaching and learning in EYFS in both the outside and inside classroom needs to be consistently good (Ofsted March 2020)</p> <p>4) Poor language and communication skills. (SEND focused discussion with Faye Whittle April 2020)</p> <p>5) 25% of Pupil Premium children are also identified as having a Special Educational Need.</p>	1 2 3 6

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

Budgeted cost: Approximately £76,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of structured interventions to be delivered across the whole school including:	EEF toolkit states that appropriately planned intervention in small groups and one to one can show increased progress of 5+ months.	3 4 6

<p>NELLI / Toe by Toe / Precision Teaching / Phonics. Reading scheme - Rising Stars</p> <p>To purchase a scaffolded reading scheme to support SEND/PP children with reading.</p>	<p>Small group intervention can show increased progress of 4+ months.</p> <p>The EEF Pupil Premium Guide states that, '<i>evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i>'</p> <p>The Education Endowment Foundation (EEF) and John Hattie all cite evidence that, '<i>small group interventions with high quality teaching all have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills</i>'</p>	
<p>Small Group Tuition 30 minutes daily. TA's identified to deliver 30 minutes of small group tuition daily. Focus is Phonics (Autumn Term) Reading (Spring Term) Maths (Summer Term.)</p>	<p>EEF toolkit states that appropriately planned intervention in small groups and one to one can show increased progress of 5+ months.</p> <p>Small group intervention can show increased progress of 4+ months.</p> <p>The EEF Pupil Premium Guide states that, '<i>evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i>'</p> <p>The Education Endowment Foundation (EEF) and John Hattie all cite evidence that, '<i>small group interventions with high quality teaching all have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills</i>'</p>	<p>3 4 6</p>
<p>To support the Social, Emotional and Mental Health of PP children particularly in light of Covid19 impact on their lives.</p>	<ul style="list-style-type: none"> • Increased number of SEMH issues amongst disadvantaged pupils. • Children facing barriers to learning because of this. EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months). See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015) • Specialised, school-based short term interventions for pupils struggling with specific areas of need. • Support for & encourage parental engagement • Recognition of the importance of children's emotional health and wellbeing in order to maximise learning opportunities. • To support the holistic development of the children we are able to offer pastoral team support, this may be supporting pupils in groups or individually, working with parents and families and external services. 	<p>4h</p>
<p>Barriers to learning these priorities address</p>	<p>1) Low academic expectations and lack of support from home. Parental engagement could be improved by supporting of reading, rocket words, phonics and times tables learning. (School Development Plan)</p>	<p>3 4 6</p>

	<p>2) Significant gaps in learning which will be increased as a result of lockdown for the most disadvantaged pupils (March 2020 ongoing)</p> <p>3) Poor language and communication skills. (SEND focused discussion with Faye Whittle April 2020)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Approximately £52,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Awarded a £1000 grant from Kellogg's for the initial set up costs -</p> <ul style="list-style-type: none"> Identify the children / families that would benefit. Target low-income families sensitively - make personal contact through conversations / letters etc to encourage them to send their children in early for breakfast. Target families where attendance is an issue and use Breakfast Club as a method to encourage them to come into school early. Develop / embed a system of interventions for some of these targeted children - priority Reading / Fact Fluency. 	<p>The EEF States: <i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</i> <i>106 English primary schools with higher than average numbers of disadvantaged pupils took part in the trial, which was delivered to 8,600 pupils by the charity Magic Breakfast. Over the course of an academic year, parents were encouraged to send their child to free breakfast clubs before registration. The children were able to choose between cereals, wheat biscuits, porridge and bagels. The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children's Bureau found that Year 2 children in schools with a breakfast club made two additional months' progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast.</i> <i>The evaluators reported that the pupils' concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments. The impact for Year 6 pupils was slightly smaller but still promising.</i> <i>The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment.</i></p>	<p>4</p> <p>6</p>
<p>Improved attendance of all pupils with a focus on pupil premium.</p> <p>Pupil premium children's attendance is at least in line with non-pupil premium.</p>	<p>The EEF Pupil Premium Guide states that, 'there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.'</p>	<p>5</p>

Work with vulnerable families across the school to reduce the percentage of persistent absence.	Covid-19 has had an impact on attendance and pupil premium children need to be a focus to improve their attendance so that it is at least in line with non-pupil premium children.	
To purchase and deliver Family First programme to Pupil Premium families.	Evidence from EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. They suggest: <i>Provide practical strategies to support learning at home</i> <i>Support parents to create a regular routine and encourage good homework habits.</i> <i>Parents can support their children by encouraging them to set goals, plan and manage their time and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.</i>	4
To develop 'Positive Behaviour Agreements' as part of the behaviour policy. To support pupils with specific SEMH needs with school rules and routines.	The EEF states: <i>Teaching learning behaviours will reduce the need to manage misbehaviour.</i> <i>Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.</i> <i>Teachers should encourage pupils to be self-reflective of their own behaviours.</i> <i>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.</i> <i>School leaders should ensure the school behaviour policy is clear and consistently applied.</i>	4
The Hub' provision will now be developed further through a full-time member of staff and referral/assessment procedures being introduced to ensure robust progress measures are ensuring the best possible outcomes for our children. Introduce 'Motional' assessment tool - DLP.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Their findings state to: <i>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</i> <i>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</i> <i>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</i> <i>Social awareness: use stories to discuss others' emotions and perspectives.</i> <i>Relationship skills: role play good communication and listening skills.</i> <i>Responsible decision-making: teach and practise problem solving strategies.</i>	4 5
Barriers to learning these priorities address	Social and emotional needs of our PP children causing a significant barrier to learning previously: the effect of lockdown on mental health and well being is going to play an even greater part for not only already identified children but potentially many others too. 25% of Pupil Premium children are also identified as having a Special Educational Need. Attendance of PP children has been persistently lower than other pupils and below 95%. (Attendance data). As a result of lockdown, and the return to school for specific year groups identifies attendance of PP children to be lower. (Daily return figures to BDMAT and DfE).	

Total budgeted cost: £256,798

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.

<p>End of Key Stage FFT (50) Aspire Pupil Premium predictions are met.</p> <p>All children to make at least expected progress in English and Maths with an understanding that all vulnerable children should be expected to attain at the national average of non-disadvantaged.</p>	<p>End of key stage data is as follows:</p> <p>Year 6</p> <p>Expected Standard (RWM) - 67% Higher Standard (RWM) - 5%</p> <p>Expected Standard Reading - 83% Higher Standard Reading - 31%</p> <p>Expected Standard Writing - 74% Higher Standard Writing - 14%</p> <p>Expected Standard Maths - 71% Higher Standard Maths - 10%</p> <p>Year 2</p> <p>Expected Standard (RWM) - 48% Higher Standard (RWM) - 2%</p> <p>Expected Standard Reading - 57% Higher Standard Reading - 23%</p> <p>Expected Standard Writing - 54% Higher Standard Writing - 4%</p> <p>Expected Standard Maths - 64% Higher Standard Maths - 7%</p> <p>Pupil Premium data is as follows:</p> <p>Year 6 - Attainment - RWM 46% (71% not Disad) achieved the expected standard / 17% (26% not disad) achieved the higher standard. Reading 67% (81% not Disad) achieved the expected standard / 25% (42% not disad) achieved the higher standard. Writing 54% (77% not disad) achieved the expected standard / 17% (35% not Disad) achieved the higher standard. Maths 58% (77% not disad) achieved the expected standard / 25% (39% not Disad) achieved the higher standard.</p> <p>Year 2 - Attainment -</p>
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	<p>RWM 44% (62% not Disad) achieved the expected standard / 0% (6% not Disad) achieved the higher standard.</p> <p>Reading 56% (76% not Disad) achieved the expected standard / 12% (18% not Disad) achieved the higher standard.</p> <p>Writing 44% (68% not Disad) achieved the expected standard / 0% (9% not Disad) achieved the higher standard.</p> <p>Maths 52% (68% not Disad) achieved the expected standard / 12% (9% not Disad) achieved the higher standard.</p>
<p>Children reach a Good Level of Development.</p> <p>Improve levels of Communication and Language skills and Listening and Attention skills for pupils in EYFS. Speech and language specialist to oversee provision including one to one intervention- s, small group language teaching and whole class approach where applicable.</p> <p>Improve understanding and expressive language use in EYFS</p>	<p>End of Reception Data -</p> <p>Good Level of Development is 63%.</p> <p>This is below the predicted level of 72%. However, full lockdown in the spring term and associated school closure due to the Covid Pandemic impacted on the interventions that were due to be delivered, resulting in fewer children reaching GLD.</p>
<p>Pupils leave St Michael's C of E Primary School with a belief that they are successful and can achieve additional academic success through further education and, as a result, professional careers. They are actively supported by their parents and the community, feeling valued and celebrated.</p>	<p>Personal development - see curriculum plans for each year for each half term for provision for this. All curriculum development is linked to the vision, values and scripture within school.</p>
<p>Regardless of socioeconomic backgrounds, pupils at St Michel's C of E Primary School engage in a wide range of physical activities, creative arts, music tutoring, language lessons, residential journeys and educational visits.</p>	<p>Music exams sat through the Music Service</p> <p>Whole class brass lessons in order for all children to learn a musical instrument whilst at St Michael's.</p> <p>Participation in concerts both at school and in the community.</p> <p>Represent the school in sports activities.</p> <p>Participate in extra curricula clubs - Music to Y6 and Art to Y3 currently organised for autumn 1 and these will be updated half termly</p>