

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	420
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2020 to August 2023
Date this statement was published	1 st September 2022
Date on which it will be reviewed	31 st August 2023
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	£238,220
Recovery premium funding allocation this academic year	£26,390 (approx)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£264,610

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	Teaching and learning rated as 'Requires Improvement' by OFSTED March 2020 and an external review in May 2021. Investment in a whole school bespoke 'coaching' model to ensure that all teaching is 'good' by the end of the 2022 to 2023 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.
2	Curriculum - develop and implement the GROOVE curriculum for St Michael's; aligning the school vision and values with the curriculum. This will include embed the new Phonics scheme 'Little Wandle'; develop and embed 'Talk for Writing'; implement a 'Mastery' approach to the teaching and learning in Maths; ensure the Wider curriculum is a progressive 'skills and knowledge' based curriculum; consider the Religious Education Curriculum and Assessment to support SIAMS.
3	To develop and improve parental engagement enabling a positive impact on learning. Encourage parents to support the development of Early Reading skills; ensure timely and effective communication with parents; engage parents to support the progress and attainment of children; develop a Parents Association.

4	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. Embed the systems established in 21/22 to monitor and address attendance issues, which are inline with the expectations set out in 'Working Together to Improve Attendance.'
5	Children enter the EYFS with a low threshold of communication and language skills and this is particularly evident for our disadvantaged children. Children must develop these skills so that they can articulate their learning and understanding of the curriculum. In addition, to develop the outdoor learning provision in EYFS - to develop gross motor skills / outside role play area / Understanding the World area and other specific areas of learning.
6	To improve the Mental Health and Emotional Well-Being of the Whole School Community - 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. Development of the Playground and Outdoor Learning Provision to mirror the emotional safety and consistency of the indoor provision.
7	Artsmark and the Development of the Creative Arts across the school. To establish an Arts Council involving the whole school community and creating links with wider 'Arts' organisations to provide children with 'Outstanding Opportunities.'
8	<p>Narrative about the data for disadvantaged children</p> <p>Attainment Year 2 (Year 1 2021 to 2022) RWM 17% (53% not Disad) achieved the expected standard Reading 45% (53% not Disad) achieved the expected standard / Reading 3% (13% not Disad) achieved the higher standard. Writing 41% (67% not Disad) achieved the expected standard / Writing 3% (0% not Disad) achieved the higher standard. Maths 45% (73% not Disad) achieved the expected standard / 7% (13% not Disad) achieved the higher standard.</p> <p>Attainment Year 3 (Year 2 2021 to 2022) RWM 52% (55% not Disad) achieved the expected standard Reading 62% (68% not Disad) achieved the expected standard / 0% (13% not Disad) achieved the higher standard. Writing 46% (61% not Disad) achieved the expected standard / 0% (6% not Disad) achieved the higher standard. Maths 58% (68% not Disad) achieved the expected standard / 8% (6% not Disad) achieved the higher standard.</p> <p>Attainment Year 4 (Year 3 2021 to 2022) RWM 31% (55% not Disad) achieved the expected standard Reading 46% (61% not Disad) achieved the expected standard / 8% (19% not Disad) achieved the higher standard. Writing 42% (68% not Disad) achieved the expected standard / 0% (3% not Disad) achieved the higher standard. Maths 43% (68% not Disad) achieved the expected standard / 4% (13% not Disad) achieved the higher standard.</p>

	<p>Attainment Year 5 (Year 4 2021 to 2022)</p> <p>RWM 36% (56% not Disad) achieved the expected standard</p> <p>Reading 34% (69% not Disad) achieved the expected standard / 14% (31% not Disad) achieved the higher standard.</p> <p>Writing 39% (69% not Disad) achieved the expected standard / 7% (22% not Disad) achieved the higher standard.</p> <p>Maths 39% (59% not Disad) achieved the expected standard / 7% (31% not Disad) achieved the higher standard.</p> <p>Attainment Year 6 (Year 5 2021 to 2022)</p> <p>RWM 52% (74% not Disad) achieved the expected standard</p> <p>Reading 73% (93% not Disad) achieved the expected standard / 13% (19% not Disad) achieved the higher standard.</p> <p>Writing 40% (77% not Disad) achieved the expected standard / 0% (0% not Disad) achieved the higher standard.</p> <p>Maths 47% (81% not Disad) achieved the expected standard / 10% (19% not Disad) achieved the higher standard.</p> <p>Attainment Year 6 Assessment 2022</p> <p>RWM 48% (67% not Disad) achieved the expected standard.</p> <p>Reading 48% (85% not Disad) achieved the expected standard / 32% (24% not Disad) achieved the higher standard.</p> <p>Writing 56% (88% not Disad) achieved the expected standard / 4% (3% not Disad) achieved the higher standard.</p> <p>Maths 56% (79% not Disad) achieved the expected standard / 12% (21% 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.	Mental Health and Emotional Well Being of the whole school community improves. Attendance and punctuality improved. Incidents of poor behaviour reduced. Parental engagement improved.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Approximately £111,044

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.</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 bespoke 'Coaching' model, 100% of teaching to be at least good, with experienced teachers to be 100% consistently good by the end of the Autumn Term 2022.</p> <p>All teaching and learning consistently at least good will enable improvements in all pupil outcomes, including for disadvantaged pupils.</p>	<p>1</p>
<p>To support and effectively develop the teaching and learning of the Early Career Teachers (x2) and the ECT's + 1 (x3)</p>	<p>Early Career Teachers - 2-year early career framework delivered in partnership with Ambition Institute / Ark Teaching Alliance. ECTs participate in a range of tutorials designed to develop and improve their teaching. In addition, supported in school through the 'Coaching' model.</p> <p>ECTs + 1 - additional time allowance out of the classroom for their second year. This time to be used as an opportunity to observe best practice in the school (potentially across other schools.) In addition, to be used to facilitate their work as 'Subject Champions.' Further support in school through the 'Coaching' model.</p>	<p>1</p>
<p>Recruitment and Retention - 4 Phase Leaders appointed - to support staff within phases in the development and improvement of teaching and learning / improve the communication between staff and SLT.</p>	<p>4 Phase Leaders appointed (including a new EYFS lead) to enable the improvement in teaching and learning across the phases. Working alongside SLT through the 'Coaching' model to support all staff in school.</p>	<p>1</p>
<p>To improve the communication and language skills of children throughout the school a specialist Speech & Language TA employed.</p>	<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> <p>FT Speech & Language TA to provide 1 to 1 support for children to develop their communication and language skills.</p> <p>Full sentences modelled verbally across the whole school. Hierarchy of vocabulary established in the curriculum - words of everyday speech familiar to most children / high-frequency words found in different contexts / low frequency words - domain specific.</p> <p>Vocabulary - the progression of vocabulary within specific subject areas / across the whole school needs to be specifically and effectively taught.</p>	<p>5 7</p>

To embed a 'Love of Reading' from EYFS through to Year 6.	Current provision of reading does not allow for 'Reading for Pleasure.' This needs to be a whole school approach to develop a love of reading. Early Reading skills are crucial to enable all children to be able to access the curriculum provision.	2 5 7
To embed the new Phonics scheme 'Little Wandle' to support early Reading.	Current data - Year 1 Phonics 77% (Nat 2019 82%) / Year 2 Phonics 89% (Nat 2019 91%) / EYFS Reading Comprehension 86% and Word Reading 80% / Year 2 Reading 69% (Nat 2019 75%) / Year 6 Reading 69% (Nat 2022 74%.) - Consistent implementation of the timetable to support these sessions daily. Early Reading skills are crucial. Children in reception are to start LW Phonics week 2 of the Autumn Term. Children Year 1 / 2 who did not meet the threshold - bespoke additional interventions to ensure they make GOOD progress from their individual starting points.	2
Further develop and embed Talk for Writing across the whole school	Current Data - EYFS Writing 75% / Year 2 Writing EXS 57% (Nat 2019 69%) GDS 4% / Year 6 Writing EXS 75% (Nat 2022 69%) GDS 3%. EYFS - low threshold of communication and language skills. Children need to develop C&L to articulate their learning / understanding. T4W embed across the school - focus on internalising the story maps through drama / actions and performance. Staff model sentences verbally / accurately to encourage S&L development. T4W can support writing further and our most able writers - ensure high quality model texts written / exemplar GDS level writing / staff training to support GDS writing.	1 2 7
To implement a 'Mastery' approach to Maths teaching and learning in Key Stage 2 and to further embed the use of Mastering Number in EYFS & Key Stage 1	Current Data - EYFS Number 87% and Numerical Patterns 82% / Year 2 Maths 67% (Nat 2019 76%) GDS 7% / Year 6 Maths EXS 68% (Nat 2022 71%) GDS 17%. In Key Stage 2 teachers need to be able to effectively select an appropriate concrete manipulative. Children are beginning to make connections in their mathematical knowledge. All maths lessons to begin with a 'Problem' (Anchor Task) - the specific skills to be taught are then drawn from this. Mixed ability pairs. Extreme SEND pupils removed for a bespoke curriculum delivered by a teacher to support these children in maximising progress so that they catch-up rapidly with their peers. EYFS / Key Stage 1 - Mastering Number - develops early Number Sense, enabling children to recall key number facts with automaticity.	1 2
Barriers to Learning these priorities address.	Teaching and Learning - investment in a whole school 'coaching' model to ensure that all teaching is 'good' by the end of the 2022 to 2023 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. Further, this approach will enable any issues with teaching and learning to be dealt with	

	<p>immediately and not left and so resulting in a negative impact on attainment and progress.</p> <p>ECT / ECT+1 - additional time each week to enable them to effectively learn from their peers. Avoid them becoming overwhelmed with the demands of the profession - this will ensure consistency for the children and a reduction in newly qualified teachers leaving the profession.</p> <p>Phase Leaders - introduce another layer of support for teachers / parents and children.</p> <p>Communication and Language - without effective communication and language, children will have difficulties effectively accessing the whole curriculum. It is vital that this barrier to learning is removed early on a child's education so that the gap does not widen further.</p> <p>Phonics - Little Wandle - consistent timetabling of daily sessions is required.</p> <p>Love of Reading - imperative to encourage a love of reading, particularly amongst disadvantaged children, who are often not encouraged to read avidly at home. Ensure children are encouraged, supported, and provided with access to a wide range of literature to develop their reading skills, enabling access to the full curriculum.</p> <p>Talk for Writing - ensure that the 'model texts' are good quality. Children need wider experiences from which to draw for their writing.</p> <p>Mastery Maths - a mastery approach to Maths teaching and learning will ensure that all children keep up with the Maths delivered. Interventions are daily and timely, ensuring that gaps do not widen.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Approximately £55,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide 1 to 1 support for a range of children across the school.	A growing number of children require full time 1 to 1 support from TA's to access the curriculum. Currently we do not have the necessary external funding for all these children. Provide funding for 2 1 to 1 TA's (CR / KT) for these children identified. This will enable them to access the curriculum at their level / enable them to attend school so that further investigations / observations can be carried out to identify their needs more specifically. It will also enable the wider class to focus and not have their learning interrupted / distracted.	2 5
A range of structured interventions to be delivered across the whole school.	WELCOMM / Toe by Toe / Precision Teaching / Little Wandle Phonics.	5
Improve outcomes for the Year 3 cohort (Year 2 2021 to 2022)	<p>Autumn '21 % of children achieving EXS in RWM Combined 33% and in Summer '22 54% - an increase of 21% during the year (No National Data.) GDS in RWM 0% to 2%.</p> <p>Autumn '21 % of children achieving EXS in Reading 56% and in Summer '22 69% - an increase of 13% during the year. (National 75%) GDS in R 0% to 9%.</p> <p>Autumn '21 % of children achieving EXS in Writing 33% and in Summer '22 57% - an increase of 24%. (National 69%) GDS in W 0% to 4%.</p> <p>Autumn '21 % of children achieving EXS in Maths 41% and in Summer '22 67% - an increase of 26%. (National 76%) GDS in M 0% to 7%.</p> <p>Although compared to National Data 2019 we are below in R / W / M, we do not know the thresholds for Year 2 2022.</p> <p>Compared to Year 2 Baseline Data taken Autumn '21, attainment has improved in RWM Combined and R / W / M.</p> <p>Current Year 3 - In year attainment showed improvement, they are still well below National figures (2019.) Daily structured intervention across the year group in English and Maths provided by a T</p>	1 2 5 7

	/ TA. Disadvantaged children to be identified and afforded the opportunity of a smaller group in English and / or Maths daily. Progress closely tracked so that the impact can be evaluated.	
Key Stage 1 - Small Group Tuition daily. TA's identified to deliver 30 minutes of small group tuition daily. Focus is Phonics (Autumn Term) Reading (Spring Term) Maths (Summer Term.)	Daily small group tuition for selected pupils. Starting point identified and progress tracked over half term and impact analysed. Children in Year 2 and Year 1 identified - disadvantaged and those who are at risk from not achieving the expected standard / did not achieve it in Year 1 Phonics assessment.	1 2
Barriers to learning these priorities address	<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> <p>Year 3 - attainment and progress data for this cohort is poor. They have been negatively impacted by the Covid 19 Pandemic and require additional support to ensure the gaps do not widen. Disadvantaged children identified to work with the TA in a bespoke small group to improve their outcomes in English and Maths.</p> <p>Small Group Tuition - disadvantaged children in Year 2 who have not achieved the expected standard in Phonics and children in Year 1 who are likely no to achieve the expected standard. The focus will be these children to begin with, recognising the importance of achieving the Phonics expected standard to access the full range of the curriculum.</p> <p>Structured Interventions - disadvantaged children are identified, and bespoke interventions are delivered to ensure gaps in attainment and progress do not widen and begin to close.</p>	

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

Budgeted cost: Approximately £55,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club 'Drop In' - during an EEF Trial, for those children from poor families who were offered a free healthy breakfast, they made 2 months additional progress. We need to encourage children from all backgrounds to eat a healthy breakfast.	<p>Awarded 'Magic Breakfast Scheme' as PP figures above 40%. School is provided with Bagels / Cereals to provide disadvantaged children with breakfast daily. RE to operate a 'drop in' facility daily at 8.15 am for families identified.</p> <p>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>	3 4
To develop 'Positive Behaviour Agreements' (Partnership Plans) as part of the behaviour policy.	<p>Positive Behaviour Agreements - Our current behaviour policy is a working and evolving document. We now need to develop a layer of behaviour management that supports children who do not have specific SEMH needs but who are finding the rules and routines of school challenging. To ensure they are reviewed regularly and are effective agreements made with parents / teachers / pupils / SLT.</p>	3 6
Continue to embed the Hub provision with 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.	<p>Development of referral procedures and communication with all staff. Pre and post assessments to be completed with all children receiving support from the 'Hub.'</p> <p>Monitor progress of 'Hub' children termly. Further developments to the resources and intervention programmes available to 'Hub' staff.</p> <p>Further develop 'Motional' assessment tool - DLP.</p>	3 4 6
To improve the attendance of our disadvantaged children. Attendance - good attendance is acknowledged as having a direct correlation with attainment and progress.	<p>Attendance Officer - a role that will continue to be fulfilled 'in house.' This will ensure that there is clear and detailed knowledge of the disadvantaged families whose attendance is poor / historically an issue.</p> <p>Attendance work will be completed daily (rather than once per week) to allow for continued and consistent communication and a more rapid response should the situation require.</p>	4
Development of the Playground and the Outdoor Learning Provision for the whole school, including EYFS.	<p>To develop the outdoor learning provision in EYFS. There have been huge developments of the inside and outside environment in the past year. Further developments are needed - Develop gross motor skills /</p>	2 3 4

	<p>outside role play area. It needs to be used to effectively facilitate good quality interactions between staff and children / children and children. Equipment for the development of gross motor skills must be progressive across N & R. Develop the EYFS area for 'Understanding the World' and other specific areas of learning.</p> <p>Playground is overwhelming for many children. The need for Hub provision is increasing because of this. Playground is tarmac with only court markings. Football played on one of the courts or the grass - interferes with children on the playground -</p> <p>Sports Coach provides supervised activities at lunchtime for some children. A range of activities are required - children choose / football etc played in a 'Muga' out of the way. Reading Shed available, yet no quiet spaces for reading.</p> <p>Outdoor provision needs to mirror the emotional safety and consistency of the indoor provision by introducing spaces for sporting activity / free choice and play / physical development / creative development / reading for pleasure.</p>	<p>5 6 7</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Breakfast Club / Attendance - there is a link between good attendance and attainment. For some of our 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. Further, many children / families struggle with 'dropping off' in a busy playground etc and choose to avoid, therefore being late / not attending at all. This will alleviate their anxiety associated with this and enable them to drop off in a quiet environment. The start of the school day is 10 minutes earlier and this may have an impact on some families struggling to arrive on time. In addition to a healthy / nutritious breakfast, children receive targeted / short and snappy interventions for example - read to an adult etc. • 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. • 'HUB' provision to support those children with specific SEMH difficulties. A full-time member of staff to work in partnership with these children and their families, reducing their anxieties, allowing for a positive and productive start to each school day. • Attendance - number of hard-to-reach children and families whose attendance is consistently poor. This is having a negative impact on attainment / progress and social / emotional wellbeing of the children. Attendance will be dealt with by a current 	

	<p>member of staff, who is known by our families but also has good knowledge of our families. Attendance issues are tackled daily, so there will be consistency and timely follow up to ensure attendance does not become an issue.</p>	
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Total budgeted cost: £238,220.

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.

<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><u>End of key stage data is as follows:</u></p> <p>Year 6</p> <p>Expected Standard (RWM) - 61%</p> <p>Expected Standard Reading - 69% Higher Standard Reading - 27%</p> <p>Expected Standard Writing - 75% Higher Standard Writing - 3%</p> <p>Expected Standard Maths - 69% Higher Standard Maths - 17%</p> <p>Year 2</p> <p>Expected Standard (RWM) - 54% Higher Standard (RWM) - 2%</p> <p>Expected Standard Reading - 69% Higher Standard Reading - 9%</p> <p>Expected Standard Writing - 57% Higher Standard Writing - 4%</p> <p>Expected Standard Maths - 67% Higher Standard Maths - 7%</p> <p>Pupil Premium data is as follows:</p> <p>Attainment Year 6 Assessment 2022</p> <p>RWM 48% (67% not Disad) achieved the expected standard. Reading 48% (85% not Disad) achieved the expected standard / 32% (24% not Disad) achieved the higher standard. Writing 56% (88% not Disad) achieved the expected standard / 4% (3% not Disad) achieved the higher standard. Maths 56% (79% not Disad) achieved the expected standard / 12% (21% not Disad) achieved the higher standard.</p> <p>Attainment Year 2 Assessment 2022</p> <p>RWM 52% (55% not Disad) achieved the expected standard Reading 62% (68% not Disad) achieved the expected standard / 0% (13% not Disad) achieved the higher standard.</p>
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	<p>Writing 46% (61% not Disad) achieved the expected standard / 0% (6% not Disad) achieved the higher standard.</p> <p>Maths 58% (68% not Disad) achieved the expected standard / 8% (6% not Disad) achieved the higher standard.</p>
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.	At the end of the academic year 2021 to 2022 - 75% of teaching is at least good. 25 % of teaching is RI - the ECTs are where they should be at this stage in their career / there are 2 more experienced teachers in this category - bespoke Coaching at the start of the 2022 to 2023 academic year will develop their teaching to good.
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.	<p>Overall Data for 2021/2022</p> <p>GLD 70%</p> <p>Year 1 Phonics 77%</p> <p>Year 2 Phonics 89%</p> <p>Year 2 Reading 69%</p> <p>Year 2 Writing 57%</p> <p>Year 2 Maths 67%</p> <p>Year 6 Reading 69%</p> <p>Year 6 Writing 75%</p> <p>Year 6 Maths 69%</p> <p>Y6 Combined 63%</p>
To provide a range of strategies to support disadvantaged children and their families (the wider school community) in successfully accessing the educational provision at St Michael's - attendance and punctuality improved. Incidents of poor behaviour reduced.	<p>Attendance overall 93.6% with Covid absences</p> <p>Attendance overall 94.4% without Covid absences</p>