

Pupil premium strategy statement – St Michael’s Church of England Primary School

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 Church of England Primary School
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	192
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	48.2%
Date this statement was published	October 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Sally-Ann Roberts
Pupil premium lead	Sally-Ann Roberts
Governor / Trustee lead	Stephen Pihlaja

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,360
Recovery premium funding allocation this academic year	£27,840
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	£307,200

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's Church of England Primary School, we are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson, intervention takes place when necessary and that the children have access to a range of wide cultural experiences.

Pupil premium makes up 51.5% of the school population and funding is used to ensure pupils receive high quality teaching, additional support and are provided with as many opportunities as possible to enhance their learning and to enable them to live life in all its fullness.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'Closing the Gap' between vulnerable pupils and their peers and the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

In response to the COVID-19 pandemic, pupil premium funding and the recovery premium funding will assist in ensuring disadvantaged pupils receive high quality intervention so that the attainment gap between disadvantaged and non-disadvantaged pupils closes.

We have several strategies in place that have made a positive impact on the progress, attainment and self-confidence of our Pupil Premium children. These include:

- Carefully planned interventions in place for all year groups to address gaps.
- Provision of additional targeted support for pupil premium children in all year groups.
- Attendance focus that supports vulnerable families with low attendance.
- Support provided to Year 6 pupils in reading, writing and mathematics to ensure they achieve age related expectations in the end of key stage tests.
- Support from a phonics and Early Reading specialist.
- Behavioural support from the City of Birmingham School.
- Supporting families with music tuition fees to ensure they can access extra-curricular opportunities.
- Teaching and Learning Lead to work across the school to ensure that all lessons are at least good.
- Teaching and learning lead supporting Early Career Teachers to ensure that they are at career stage expectations.

- Rigorous monitoring schedule that informs a multi-layered approach to continuing professional development.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment for all pupils because of the COVID-19 pandemic
2	Disadvantaged pupils (in some year groups) are underperforming when compared to their peers.
3	Attainment on entry is below developmental milestones for some of the children.
4	Limited wider opportunities outside of school, for example, learning a musical instrument and visits to significant places.
5	Attendance rates for some pupils eligible for PP are falling behind the rest of the cohort.
6	There are a significant number of children across the school who struggle with their behaviour and/or emotional wellbeing. This impacts on their resilience and ability to access the curriculum.

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
Teaching is at least good across the school and ECTs and ECTs+1 are at career stage expectations.	<ul style="list-style-type: none"> • Teaching and Learning toolkit is fully embedded. • All teaching is at least good. • Improved teacher subject knowledge. • Staff have a deep pedagogical knowledge as to how to develop and deepen children's learning • Learning walks and observations to have a focus on underperforming pupil premium pupils and through feedback, offer support to class teachers and teaching assistants.

	<ul style="list-style-type: none"> • Lesson observations will identify where teaching standards are being met and next steps for development. • After attending training, staff members will put new learning into practice. This will be evidenced through book looks, learning walks and observations.
<p>To close the attainment gap between disadvantaged pupils and their peers.</p> <ul style="list-style-type: none"> • Pupil Premium (non-SEND) children to make at least expected progress and achieve outcomes in line with non-pupil premium children. • Pupil Premium (with SEND) children to make at least expected progress from their starting point. 	<ul style="list-style-type: none"> • End of Key Stage FFT Aspire Pupil Premium predictions are met for Pupil Premium children. • KS1 and KS2 outcomes close the gap with Birmingham and National averages. • Pupil Progress meetings identify underperformance and appropriate remedial strategies. • On-going daily assessments to take place to ensure any gaps in learning, or where children are not making as much progress as their non-disadvantaged pupils are quickly identified and interventions put in place. • Progress of disadvantaged pupils to be tracked and analysed on a half-termly basis and appropriate strategies to be put in place to support those pupils, where appropriate. • Increased percentage of children passing the phonics screening in Year 1 and Year 2 (in line with national average). • Disadvantaged pupils who are SEND can demonstrate accelerated progress. • Work and evidence of the targeted children reflects national expectations, and this is evident in pupil progress and moderation meetings. • Improved outcomes in the multiplication check in Year 4.

<p>Attendance of Pupil Premium children is at least in line with non-pupil premium children.</p>	<ul style="list-style-type: none"> • Increase Pupil Premium attendance to be in line with the rest of the school. • Decrease in persistent absence for children who are pupil premium. • Parents feel supported by the school and this impacts on improved attendance. • Positive feedback from parent questionnaires.
<p>To support children's social emotional and behaviour needs with the support of the Behaviour Support Team from the City of Birmingham School.</p>	<ul style="list-style-type: none"> • Work with the Behaviour Support Team from the City of Birmingham School to provide face-to-face support and training to help staff meet the needs of all pupils. • Staff will feel confident in supporting the children within their classroom. • There will be a consistency of approach across the school. • Funding will be in place for those children who require further support. • Staff will understand a pupil's context, and this will inform effective responses to misbehaviour
<p>To support children's social emotional and behaviour needs through the development of a nurture room and wellbeing provision.</p>	<ul style="list-style-type: none"> • The Teaching Assistant for Inclusion will offer a broad range of support for children with emotional and behaviour needs. • Children will be supported in class to access the curriculum. • There will be a decrease in suspensions.
<p>Increase children's cultural capital through funded music lessons.</p>	<ul style="list-style-type: none"> • Increased percentage of Pupil Premium children accessing funded music lessons. • Improved engagement with school

<p>Ensure that all children have a range of educational visit experiences irrespective of the financial status of the school's population and their ability to make voluntary contributions to assist with the costs of educational visits.</p> <p>.</p>	<ul style="list-style-type: none"> • Engagement from disadvantaged pupils improves. • Improved writing outcomes for Pupil Premium children. • Pupil Premium are achieving their writing FFT targets.
<p>There will be an improvement in pupils' wellbeing and resilience through the appointment of a psychotherapist.</p>	<ul style="list-style-type: none"> • The school will effectively support pupils who are having difficulties within relationships, for example, with family or with friends. • The school will effectively support pupils who are having difficulty managing their emotions. • This will be embedded as part of a graduated response to decide whether to put SEN support in place. • This will support a reduction in suspensions.
<p>Children will have access to a well-structured Forest School Programme that focuses on confidence, social skills, communication, and motivation.</p>	<ul style="list-style-type: none"> • Children will have access to a well-structured Forest School Programme. • There will be a positive impact on children's speaking and listening skills. • Increased outcomes in EYFS. • There will be a positive impact on children's social skills.

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: £ 64,760.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning Lead to further develop High Quality Teaching across the school.</p> <p>Teaching and Learning Lead will work 1:1 with staff on planning across all subjects.</p> <p>Ensure that there is a rigorous CPD and monitoring cycle in place with follow-up coaching provided to all teaching and support staff when required.</p>	<p>The EEF Pupil Premium Guide states that, <i>‘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’.</i></p> <p><i>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.’</i></p>	<p>1 2 3</p>
<p>Early Career Teachers (ECTs) and ECT+1s to receive a comprehensive CPD package through in school support and the BDMAT training programme.</p>	<p>The Early Career Teacher (ECT) Programme is a comprehensive training portfolio to support all early career teachers from newly qualified to the fifth year of teaching. It builds on from Initial Teacher Training and provides developmental opportunities for ECTs to continually improve classroom practice through a blend of face-to-face training, which can be attended in person or virtually, reading, reflection, action research and observing learning and teaching. The programme is informed by national and international research and innovative local practice to enable ECTs to show real impact in improving outcomes for young people.</p>	<p>1 2 3</p>

Phonics and Early Reading Lead plus staff will work with an Early Reading Specialist to ensure phonics and early reading is taught well.	The EEF Pupil Premium Evidence Brief states, 'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment'.	1 2 3
Introduce a structured programme from Year 3 -6 to ensure the times tables fluency are taught well.	The school will use Number Sense to support this which is a 'fully resourced scheme of work focused entirely on times tables. The highly visual, research informed programme provides the structure and depth to times tables teaching that children need to achieve fluency in essential multiplication and division facts and concepts.	1 2 3
Ensure that there is a rigorous CPD and monitoring cycle in place for English and Mathematics with follow-up support provided to all teaching and support staff when required.	The EEF Pupil Premium Guide states that, ' <i>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</i> '. <i>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.'</i>	1 2 3

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

Budgeted cost: £ 142,099.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned interventions in place	EEF toolkit states that appropriately planned intervention in small groups	1

<p>for all year groups to address gaps with a focus on Pupil Premium children.</p>	<p>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>2 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 100,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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, <i>'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</i></p>	<p>5</p>

<p>Work with vulnerable families across the school to reduce the percentage of persistent absence.</p>	<p><i>most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.'</i></p>	
<p>To support children's social emotional and behaviour needs with the support of the Behaviour Support Team from the City of Birmingham School.</p>	<p>The EEF Pupil Premium Guide states that, <i>'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.'</i></p> <p>The EEF states that, Social and emotional skills support effective learning and are linked to positive outcomes later in life.'</p> <p>And that</p> <p><i>'Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.'</i></p> <p><i>'Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.'</i></p>	<p>6</p>
<p>To support children's social emotional and behaviour needs through the development of a nurture room and wellbeing provision.</p>	<p>Evidence from the EEF shows that:</p> <p><i>'Breakfast clubs, can support good behaviour.'</i></p> <p><i>'Teaching learning behaviours will reduce the need to manage misbehaviour.'</i></p> <p><i>'Every pupil should have a supportive relationship with a member of school staff'</i></p>	<p>6</p>

<p>Increased the cultural capital of pupil premium children through access to the arts (focus on music).</p> <p>Improve children's engagement with school through access to funded music lessons.</p>	<p>The EEF states that, <i>'improved outcomes have been identified in English, mathematics, and science through arts participation. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</i></p>	<p>4</p>
<p>Support the operation of educational visits, linked to curriculum overviews to ensure that the experiences are affordable and therefore accessible to all children.</p> <p>Provide a wide range of cultural experiences which inspires and motivates and therefore positively benefits learning.</p> <p>Positive impact on writing outcomes due to children's increased range of experiences and improved vocabulary.</p>	<p>Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career, and the world of work. The school has a knowledge led curriculum and the trips/visitors support the accumulation of knowledge. As many of the children will not be able to access these trips/visitors outside of school, they are explicitly built into the curriculum and the schools supports the families through subsidising them to make sure they are accessible for all.</p>	<p>4</p>
<p>Through the employment of a psychotherapist, the school will support the pupils' social and emotional needs.</p>	<p>The DFE Report: Counselling in schools: a blueprint for the future Departmental advice for school leaders and counsellors, states that:</p> <p><i>'Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and</i></p>	<p>6</p>

	<i>their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.'</i>	
Ensure that all children in EYFS and KS1 can access the Forest School throughout the year to improve their confidence, social skills, communication, and motivation.	<p>Some children within EYFS start their school life with poor communication skills which impacts on their confidence, social skills, motivation, and academic outcomes. Research by The New Economics Foundations suggests that Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time, and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play.</p> <p>Communication: language development was prompted by the children's sensory experiences.</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time.</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills.</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.</p>	1 2 3 4 5 6

Total budgeted cost: £ 307,200

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.

<u>Action</u>	<u>Impact</u>
To improve teaching and learning across the whole school in all subject areas ensuring 100% of teaching is at least good	<p>OFSTED October 2022 graded the school as good in all areas (previously RI).</p> <p>There is a multi-layered approach to professional development that is embedded across the school.</p> <p>The BDMAT Teaching and Learning Toolkit has been used to identify areas of strength and areas for development – this has then informed Continuing Professional Development.</p>
To support and effectively develop the teaching and learning of the Early Career Teachers (x2) and the ECT's + 1 (x3)	Two of the early career teachers successfully completed their first-year induction programme and are at career stage expectations. They will continue to engage with the ECT+1 training through Ambition and the BDMAT in Year 2. Two of the three Early Career Teachers +1 successfully completed the two-year programme and are now established members of staff.
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	Staff are now established within their post and have successfully led their phases.
To improve the communication and language skills of children throughout the	Teaching Assistant for Speech and Language in place. However, communication and language was 69.4% in

<p>school a specialist Speech & Language TA employed.</p>	<p>EYFS (below national average 79.7%) in 2023. Their timetable has been amended for 2023-2024 to focus on nursery and Reception in a more systematic way.</p>
<p>To embed a 'Love of Reading' from EYFS through to Year 6</p>	<p>Each year group visits the local library every half term. Books are shared daily with the children. Stories are also shared during Collective Worship.</p>
<p>To embed the new Phonics scheme 'Little Wandle' to support early Reading.</p>	<p>This has been established.</p> <p>Year 1 phonics screening = 81% so is slightly above the national average. Pupil premium = 71.4%.</p> <p>Year 2 phonics = 86.4% which is slightly below the national average.</p> <p>To further embed this scheme, the school will be working with a Phonics and Early Reading Specialist during academic year 2023-2024.</p>
<p>Further develop and embed Talk for Writing across the whole school</p>	<p>Talk for Writing training has taken place throughout the year; however, this has not been reflected in the results. Writing will form part of this school year's School Improvement Plan.</p> <p>EYFS</p> <p>Literacy = 63.3%, Pupil Premium = 60% (national = 69.8%)</p> <p>End of Key Stage 1</p> <p>Writing = 40.7%, Pupil Premium = 34.5% (national = 60.1%)</p> <p>End of Key Stage 2</p>

	Writing = 60%, Pupil Premium = 51.6% (national = 71.5%
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	The school is now going into the Maths Hub Sustaining Programme. Training has been ongoing throughout the year and the school is now in the embedding stage. Mastering number is embedded within EYFS and KS1.