



St Michael's
C.E. Primary School

Courage to Flourish in the Love of God

Pupil premium strategy statement – St Michael's CE Primary School

This statement details our school's use of pupil premium (for the 2024 to 2025 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	397
Proportion (%) of pupil premium eligible pupils	196
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	49.4%
Date this statement was published	October 2024
Date on which it will be reviewed	August 2025
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	£290,080.00
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	£290,080.00



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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 49.4% (National Average in 2023-2024 was 24.6%) 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.

The allocation of Pupil Premium is not designated on a per-pupil basis but is strategically used to provide the most appropriate support to meet needs and overcome barriers to learning. The school takes an individualised approach to monitoring progress and attainment, and this is reviewed termly at progress review meetings with senior leaders, class teachers and the Inclusion Lead. The Headteacher has overall responsibility for the pupil premium funding and monitors the impact of spending on children's progress, attainment and the provision for children that have specific barriers to learning.

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 most 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.



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At St. Michaels we are committed to supporting and developing the whole child. This funding ensures that the emotional wellbeing of our disadvantaged and vulnerable pupils is supported in order to remove the barrier to learning.

Our response will be responsive to common challenges and individual needs rooted in robust diagnostic assessment not assumptions about the impact of disadvantage.

We have several strategies in place that have made a positive impact on the progress, attainment and self-confidence of our Pupil Premium children. The approaches we have adopted complement each other to help pupils excel. 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.
- 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	Outcomes in some areas are below the National Average. This is improving but still not in line with the school's ambitions.
2	Disadvantaged pupils (in some year groups) are underperforming when compared to their peers.



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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
<p>Teaching is at least good across the school and ECTs and ECTs+1 are at career stage expectations.</p> <p>Improved pedagogy across the school.</p> <p>Improved outcomes in all areas across the school.</p> <p>Planning is pitched accurately and builds on previous learning.</p> <p>Needs of all groups are being met, including SEND, PP and EAL.</p>	<ul style="list-style-type: none"> • Teaching and Learning Framework is full developed and 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. • 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.



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<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> <p>Parents feel supported by the school and this impacts on improved attendance.</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.



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	<ul style="list-style-type: none">• Parents feel supported by the school and this impacts on improved attendance.• Positive feedback from parent questionnaires.
To support children's social emotional and behaviour needs through the continued development of the nurture room and wellbeing provision.	<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.
Increase children's cultural capital through funded music lessons.	<ul style="list-style-type: none">• Increased percentage of Pupil Premium children accessing funded music lessons.• Improved engagement with school
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.	<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.



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: £ 11,434.00

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>It also states that, <i>'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. 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>The EEF states, <i>'Mentoring and coaching can be an important source of support, particularly for early career</i></p>	<p>1 2 3</p>



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	<i>teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach'.</i>	
Develop a Teaching and Learning Framework using the Teaching WALKTHRU's to support training and implementation.	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>	1 2 3
Implement a new reading scheme in Key Stage 2.	The EEF states, <i>'Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning'</i>	1 2 3
Fully engage in the Literacy Counts 2 Year Writing Project	The EEF states that, <i>'Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches'.</i>	1 2 3

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

Budgeted cost: £ 118,398.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned interventions in place for all year groups to	EEF toolkit states that <i>appropriately planned intervention in small groups and one to one can show increased progress of 5+ months.</i>	1 2 3



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

Budgeted cost: £ 55,248.00

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>Work with vulnerable families across the school to reduce the percentage of persistent absence.</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>5</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: <i>'Breakfast clubs, can support good behaviour.'</i></p> <p><i>'Teaching learning behaviours will reduce the need to manage misbehaviour.'</i></p>	<p>6</p>



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	<i>'Every pupil should have a supportive relationship with a member of school staff'</i>	
<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>	4
<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>	4

Total budgeted cost: £ 290,080.00



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 2023 to 2024 academic year.

<u>Action</u>	<u>Impact</u>
<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>A rigorous cycle of continuing professional development (CPD) and monitoring is in place. Effective practises have been shared throughout the school via videos during staff meetings, peer observations, and visits to other schools. Feedback from Learning Walks has been quality assured by the School Improvement Adviser.</p> <p>The school has adopted a multi-layered approach to professional development that is deeply embedded in its culture. Additionally, a bespoke Teaching and Learning Framework has been developed based on "Making Every Primary Lesson Count" by Jo Payne and Mel Scott. Tom Sherrington's "WalkThrus" is being utilised to support the implementation of this framework. Further development and embedding of these initiatives will be a priority in the upcoming academic year.</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>Three early career teachers have successfully completed their first-year induction programme and are meeting career stage expectations. They will continue to participate in the ECT+1 training through Tudor Grange and the BDMAT in their second year. Additionally, two Early</p>



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	Career Teachers +1 have successfully completed the full two-year programme.
Phonics and Early Reading Lead plus staff will work with an Early Reading Specialist to ensure phonics and early reading is taught well.	<p><u>Year 1</u></p> <p>83.6% of the cohort achieved 32 and above in the phonics screening check.</p> <p>83% of pupil premium children achieved 32 and above in the phonics screening check.</p> <p>Of the 5 children who are pupil premium who did not achieve 32, 3 of these also have special educational needs.</p> <p><u>Year 2</u></p> <p>90% of the cohort achieved 32 and above in the phonics screening check.</p> <p>83.3% of pupil premium children achieved 32 and above in the phonics screening check.</p> <p>Of the 5 children who did not pass who are pupil premium, 3 of these children are also SEND.</p>
Introduce a structured programme from Year 3 -6 to ensure the times tables fluency are taught well.	<p>The Times Tables Fluency Programme by Number Sense has been implemented, resulting in enhanced pedagogical practises for teaching times tables, as well as improved consistency and monitoring across the curriculum.</p> <p><u>Year 4 MTC check</u></p> <p>38% of children scored 25</p> <p>70% of children scored 20 above compared to 49% in 2023.</p>



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	<p>The mean = 21.2 compared to 17.76 in 2023.</p> <p>The mean for pupil premium children was 19.3</p>
<p>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.</p>	<p>There is a comprehensive multi-layered approach to CPD in place. All training is followed up with learning walks, book looks and support (through staff meetings, co-planning, team teaching and coaching/mentoring). Impact of this can be seen through improved outcomes.</p>
<p>Carefully planned interventions in place for all year groups to address gaps with a focus on Pupil Premium children.</p>	<p>This has been established. See above for Year 1 and 2 phonics and Year 4 MTC.</p> <p>EYFS (the previous year's data is in brackets)</p> <p>Literacy = 72.4% (63.3%), Pupil Premium = 60% (national for pupil premium not yet published but national for GLD – 67.7%).</p> <p>End of Key Stage 1</p> <p>Reading = 64% improved from 57.6% in the previous academic year. Pupil Premium = 50%.</p> <p>Writing: 63% improved from 40.7% in the previous academic year. Pupil Premium = 53%.</p> <p>Maths: 71% in line with previous academic year. Pupil Premium = 66.7%.</p> <p>Combined: = 59% improved from 40.7% in the previous academic year. Pupil Premium = 50%.</p> <p>End of Key Stage 2</p>



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	<p>Reading = 69.5%, Pupil Premium = 59.3%</p> <p>Writing = 68%, Pupil Premium = 51.9%</p> <p>Mathematics = 64%, Pupil Premium = 48.1%</p> <p>To further embed the writing scheme, the school is now part of a two-year writing project with Literacy Counts (this started in July 2024).</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>Work with vulnerable families across the school to reduce the percentage of persistent absence.</p>	<p>The attendance for pupil premium children up to July 2024 was 92.9% compared to 90.9% during the last academic year.</p> <p>Persistent absence up to July 2024 was 17.6% compared to 20.4% at the same point the previous year. The national average to the 28th June 2024 for persistent absence was 20.2%.</p> <p>The increased hours of the Attendance Officer alongside the new role of Family Liaison Officer has meant that the school has increased capacity to support vulnerable families.</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>Outreach workers completed direct work with two children last year.</p> <p>They also provided who class support to two-year groups.</p> <p>This work enabled staff to make adjustments and implement procedures to support children within the class.</p>
<p>To support children's social emotional and behaviour needs through the development of a nurture room and wellbeing provision.</p>	<p>72 children from across the school were supported by the Inclusion Teaching Assistant who is ELSA training. This was through a comprehensive programme of</p>



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	<p>support, such as sensory circuits, emotional check ins, emotional wellbeing, social skills and a lunchtime club.</p> <p>Parent Questionnaire (October 2023): 96% strongly agreed/agreed that their children are happy at the school.</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>120 children accessed our music provision 2023-2024. 43% of these children are pupil premium. During the next academic year, the plan is to ensure that there is an even higher uptake of pupil premium children through offering this provision to pupil premium as a priority.</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>14 trips that are linked to the curriculum were partially subsidised by the school last year. This ensured that all children were able to access them.</p> <p>In addition to this the school partially funded visitors into the school such as The Animal Man and a Roman Day.</p> <p>There was a total of 128 EVOLVE event forms completed during the academic year. All year groups were offered enrichment activities. Therefore, enhancing the curriculum for all our learners.</p> <p>Writing outcomes:</p> <p>EYFS: 72.4% achieved expected at the end of Reception compared to 63.3% during the previous academic year.</p> <p>Year 2: 63% of the children achieved expected in writing in comparison to 40.7% the previous academic year.</p>



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	Year 6: 69% of the children achieved expected in writing, compared to 60% in the previous academic year. This cohort also
Through the employment of a psychotherapist, the school will support the pupils' social and emotional needs.	8 children plus received support during the last academic year. The impact of this was monitored by the Inclusion Lead.