



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 2025 to 2026 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	374
Proportion (%) of pupil premium eligible pupils	49.7% (186 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
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	£281,790.00
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	£281,790.00



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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 that our disadvantaged pupils receive consistently high-quality teaching, timely and effective intervention, and access to a broad range of enriching cultural experiences. We believe every child should be empowered to live life in all its fullness.

Pupil Premium pupils make up 49.7% of our school population, significantly above the national average of 25.7% (2024–2025). This funding is strategically used to ensure pupils benefit from:

- High-quality teaching and learning
- Targeted academic and pastoral support
- Opportunities that enhance their educational experience and personal development

All staff, governors, and teaching assistants share responsibility for supporting socially disadvantaged pupils. We are united in our commitment to closing the gap between vulnerable pupils and their peers. Pupil Premium funding plays a vital role in removing barriers to learning, enabling all pupils to thrive and fully engage in our curriculum and wider school life.

Our approach is rooted in the EEF's tiered model, focusing on:

1. High-quality teaching
2. Targeted academic support
3. Wider strategies to address non-academic barriers

We do not allocate funding on a per-pupil basis. Instead, we take a strategic and needs-led approach, informed by robust diagnostic assessment and termly progress reviews involving senior leaders, class teachers, and the Inclusion Lead. The Headteacher oversees the allocation and impact of Pupil Premium funding.



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We recognise that high-quality teaching has the greatest impact on closing the attainment gap. Our strategies are designed to benefit both disadvantaged and non-disadvantaged pupils, ensuring sustained improvement across the school.

We also prioritise the emotional wellbeing of our pupils, recognising that this is essential for effective learning. Our response is tailored to both common challenges and individual needs.

Key Strategies and Approaches:

- Carefully planned interventions across all year groups to address gaps in learning.
- Additional targeted support for Pupil Premium children in all year groups.
- Attendance initiatives to support vulnerable families and improve pupil attendance.
- Focused support for Year 6 pupils in reading, writing, and mathematics to ensure they meet age-related expectations.
- Financial support for music tuition to ensure access to extra-curricular opportunities.
- A Teaching and Learning Lead working across the school to ensure consistently good or better teaching.
- Support for Early Career Teachers to ensure they meet career stage expectations.
- A rigorous monitoring schedule that informs a multi-layered approach to continuing professional development.
- Subsidised educational visits and residential trips to ensure all pupils can access curriculum-linked experiences and wider opportunities, enriching their cultural capital and deepening curriculum knowledge.



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 National Expectations Pupil outcomes in some subjects are below the national average, indicating gaps in foundational skills and learning that may be addressed through targeted support and enrichment.
2	Disadvantaged Pupils Are Underperforming Compared to Their Peers In some year groups, disadvantaged pupils are not making the same progress as their peers. This gap highlights the need for equitable access to high-quality teaching, enrichment, and targeted support
3	Spelling and Handwriting Are Holding Back Writing Outcomes Across the school, difficulties with spelling and handwriting are limiting progress in writing. These barriers may be linked to gaps in fine motor skills, confidence, and sustained writing stamina.
4	Limited Wider Opportunities Outside of School Many pupils have restricted access to experiences such as learning a musical instrument or visiting significant places. This limits their cultural capital and can affect engagement and aspiration.
5	Attendance Rates for Some Pupils Eligible for Pupil Premium Are Falling Behind Persistent absence among some disadvantaged pupils is impacting their ability to access the full curriculum and benefit from wider school opportunities.
6	Behaviour and Emotional Wellbeing Needs Impact Learning A significant number of pupils struggle with behaviour and/or emotional wellbeing. This affects their resilience, readiness to learn, and ability to engage positively with 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
Improve the quality of teaching across the school through personalised planning support, CPD, and coaching, ensuring consistently high standards and improved outcomes for Pupil Premium pupils.	<ul style="list-style-type: none">• All teaching is at least good, with improved subject knowledge and pedagogy.• Planning is well-sequenced and inclusive of all pupil groups.• Learning walks and observations show impact on pupil premium progress.• Staff implement new learning from CPD, evidenced through book looks and pupil outcomes
Ensure ECT+1 teachers and apprentice teacher meet career stage expectations and deliver high-quality teaching that supports disadvantaged pupils.	<ul style="list-style-type: none">• ECT+1s and apprentice teacher demonstrate improved confidence and competence in teaching.• CPD is embedded in practice and reflected in pupil outcomes.• Observations and progress reviews show impact on Pupil Premium pupils.
Establish a consistent, evidence-informed approach to teaching across the school.	<ul style="list-style-type: none">• WALKTHRU are embedded in planning and delivery.• Staff demonstrate improved use of explicit instruction and metacognitive strategies.• Pupil Premium pupils show improved engagement and progress.
Improve spelling accuracy and vocabulary development to support writing outcomes.	<ul style="list-style-type: none">• Pupils demonstrate improved spelling in independent writing.



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	<ul style="list-style-type: none">• Pupil Premium pupils show accelerated progress in writing.• Book looks and assessments reflect improved transcription skills.
Improve consistency and quality of writing across all year groups.	<ul style="list-style-type: none">• Writing outcomes improve across all key stages.• Pupil Premium pupils meet FFT writing targets.• Moderation and book looks show improved stamina and composition.
Improve reading fluency, comprehension, and vocabulary for all pupils.	<ul style="list-style-type: none">• Pupil Premium pupils make accelerated progress in reading.• Reading assessments show improved fluency and comprehension.• Scheme is consistently implemented across KS2.
Ensure the math's curriculum meets the needs of all learners and improves outcomes.	<ul style="list-style-type: none">• Curriculum is sequenced and supports mastery.• Pupil Premium pupils show improved outcomes in maths.• Multiplication check scores improve even further in Year 4.
Close gaps in learning through structured, responsive interventions.	<ul style="list-style-type: none">• Pupil Premium pupils make expected or accelerated progress.• Interventions are tracked and show measurable impact.• Progress meetings identify and address underperformance.
Accelerate reading progress for pupils working below age-related expectations.	<ul style="list-style-type: none">• Pupils show measurable gains in fluency and decoding.



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	<ul style="list-style-type: none">• Pupil Premium pupils meet or exceed expected reading progress.• Tutoring data shows impact after 20+ sessions.
Reduce persistent absence and improve attendance for disadvantaged pupils.	<ul style="list-style-type: none">• Pupil Premium attendance is in line with peers.• Persistent absence rates decrease.• Parent feedback reflects improved support and engagement.
Improve emotional wellbeing and engagement for pupils with SEMH needs.	<ul style="list-style-type: none">• Pupils access curriculum more effectively.• Reduction in behavioural incidents and suspensions.• Pupil and parent feedback reflects improved wellbeing.
Support emotional resilience and wellbeing for vulnerable pupils.	<ul style="list-style-type: none">• Pupils show improved engagement and emotional regulation.• Counselling records show positive impact.• Staff report improved classroom behaviour and readiness to learn.
Reduce exclusions and improve behaviour for pupils at risk.	<ul style="list-style-type: none">• Fewer behavioural incidents and exclusions.• Staff implement strategies from outreach support.• Pupil Premium pupils show improved engagement.
Increase cultural capital and engagement through access to the arts.	<ul style="list-style-type: none">• Increased uptake of music lessons by Pupil Premium pupils.• Pupils show improved confidence and school engagement.



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	<ul style="list-style-type: none"> • Parent and pupil feedback reflects positive impact.
Ensure all pupils access enriching curriculum-linked experiences.	<ul style="list-style-type: none"> • All pupils, including Pupil Premium, attend educational visits. • Writing outcomes improve due to enriched vocabulary and experiences. • FFT writing targets are met for disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 140,895.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The Teaching and Learning Lead (Deputy Headteacher) will work 1:1 with staff on planning across all subjects to further develop high-quality teaching across the school. A rigorous CPD and monitoring cycle will be in place, with follow-up coaching provided to all teaching and support staff as needed, ensuring</i>	The Education Endowment Foundation (EEF) identifies high-quality teaching as the most powerful lever schools have to improve outcomes for disadvantaged pupils. Their Guide to the Pupil Premium states that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, should be a top priority for Pupil Premium spending. The EEF also highlights that professional development, when sustained and embedded in practice, can lead to significant gains in pupil outcomes—equivalent to an additional two to three months' progress. Furthermore, coaching is recognised as a high-impact mechanism for improving teaching	1 2 3



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<p><i>consistency and continuous improvement in teaching practice, particularly for Pupil Premium children.</i></p>	<p>practice, with research by Kraft et al. (2018) showing that teacher coaching positively affects both instructional quality and student achievement. By embedding coaching into the CPD cycle and supporting staff through 1:1 planning, this strategy ensures that teaching is continually refined to meet the needs of all learners, with a particular focus on closing gaps for Pupil Premium pupils.</p>	
<p><i>Early Career Teachers in their second year (ECT+1s) will receive a comprehensive CPD package, including in-school support from a Deputy Headteacher and access to the BDMAT training programme. This targeted professional development aims to strengthen teaching practice, improve pupil outcomes, and ensure high-quality teaching for all, with a particular focus on supporting Pupil Premium children.</i></p>	<p>The Education Endowment Foundation (EEF) highlights that high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils, and that supporting teachers early in their careers is key to sustaining improvements in classroom practice. According to the EEF's <i>Guide to the Pupil Premium</i>, ensuring every teacher is supported to keep improving should be a top priority for Pupil Premium spending. The EEF's <i>Effective Professional Development</i> guidance also shows that sustained, job-embedded CPD—particularly when delivered by experienced leaders—can lead to an additional two to three months' progress in pupil outcomes. By providing structured support through both internal coaching and the BDMAT programme, this strategy ensures that ECT+1 teachers are equipped to deliver consistently high-quality teaching that benefits all pupils, especially those eligible for the Pupil Premium.</p>	<p>1 2 3</p>
<p><i>The school will continue to embed a Teaching and Learning Framework using the Teaching WALKTHRUs to support staff development, consistency in pedagogy, and the implementation of</i></p>	<p>The Education Endowment Foundation (EEF) identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. Their guidance emphasises that teaching approaches such as explicit instruction, scaffolding, and metacognitive strategies—many of which are central to the WALKTHRUs framework—are key components of effective classroom practice. Embedding</p>	<p>1 2 3</p>



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<p><i>evidence-informed teaching strategies. This approach is designed to strengthen classroom practice and improve outcomes for all pupils, with a particular focus on those eligible for the Pupil Premium.</i></p>	<p>a structured teaching framework supports consistency and clarity in pedagogy across the school. The EEF also highlights that successful implementation of teaching strategies requires a clear vision, ongoing professional development, and a structured process for monitoring and adaptation. Their <i>School's Guide to Implementation</i> outlines that effective implementation is not a one-off event but a sustained effort involving leadership, staff engagement, and contextual adaptation. By using the WALKTHRU's to guide professional learning and instructional coaching, the school ensures that teaching practice is continually refined to meet the needs of all learners, especially those from disadvantaged backgrounds</p>	
<p><i>The school will implement a new research-based spelling scheme across all year groups to improve spelling accuracy, vocabulary development, and writing fluency. This approach is designed to support all pupils, with a particular focus on closing gaps for those eligible for the Pupil Premium</i></p>	<p>The Education Endowment Foundation (EEF) highlights that fluent transcription skills—including spelling—are essential for effective writing, as they free up pupils' cognitive resources to focus on composition. Their <i>Improving Literacy in Key Stage 2</i> guidance recommends explicitly teaching spelling and providing pupils with extensive opportunities to practise, particularly for those struggling with literacy</p> <p>Research from St. Matthew's Research School reinforces this, noting that targeted spelling instruction helps pupils develop strategies for encoding, decoding, and understanding word structures, which in turn supports vocabulary acquisition and writing fluency</p> <p>Further evidence shows that implementing a structured and evidence-based spelling programme can lead to improvements not only in spelling accuracy, but also in pupils' confidence, stamina for writing, and use of more precise vocabulary in written work</p>	<p>1 2 3</p>



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	By embedding this approach across the school, the strategy aims to raise attainment and engagement for all learners, especially those from disadvantaged backgrounds.	
<i>The school will continue to embed a research-based writing scheme across all year groups to improve the quality, consistency, and progression of writing. This approach is designed to strengthen pupils' transcription and composition skills, with a particular focus on improving outcomes for Pupil Premium children</i>	The Education Endowment Foundation (EEF) highlights that effective writing instruction should include both transcription skills (such as spelling and handwriting) and composition strategies (such as planning, drafting, and revising). Their <i>Improving Literacy in Key Stage 2</i> guidance recommends using a structured and sequenced approach to writing that builds on pupils' prior knowledge and provides opportunities for modelling and guided practice. Research-based writing schemes support this by offering consistent frameworks for teaching writing across year groups, helping pupils to develop fluency, stamina, and confidence. The EEF also emphasises the importance of explicitly teaching strategies for planning and editing, which are particularly beneficial for disadvantaged pupils who may have limited exposure to high-quality written language. By embedding a research-based writing scheme, the school ensures that all pupils—especially those eligible for the Pupil Premium—receive high-quality, consistent instruction that supports long-term progress in literacy.	1 2 3
<i>The school will continue to embed a research-based reading scheme across Key Stage 2 to improve reading fluency, comprehension, and vocabulary development. This approach aims to ensure consistency in</i>	The Education Endowment Foundation (EEF) highlights that reading comprehension strategies are among the most effective approaches for improving literacy, offering an average of +6 months' progress over a year. Their <i>Improving Literacy in Key Stage 2</i> guidance recommends using structured, research-informed reading programmes that explicitly teach comprehension, fluency, and vocabulary. Embedding a consistent	1 2 3



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<p><i>reading instruction and accelerate progress for all pupils, with a particular focus on those eligible for the Pupil Premium</i></p>	<p>reading scheme across Key Stage 2 ensures that pupils build on prior knowledge and receive systematic instruction tailored to their stage of development. The EEF also emphasises the importance of developing pupils' language comprehension alongside decoding skills, particularly for disadvantaged pupils who may have limited access to language-rich environments. By continuing to embed a research-based reading scheme, the school ensures that all pupils—especially those eligible for the Pupil Premium—receive high-quality, consistent reading instruction that supports long-term literacy success.</p>	
<p><i>The school will relaunch and support staff with the delivery of handwriting across all year groups to improve transcription fluency, presentation, and writing stamina. This initiative aims to address barriers to writing progress, particularly for disadvantaged pupils, by embedding consistent, research-informed handwriting practices</i></p>	<p>The Education Endowment Foundation (EEF) highlights that fluent transcription skills—including handwriting—are essential for effective writing, as they allow pupils to focus more on composition and higher-order writing skills. In their <i>Improving Literacy in Key Stage 2</i> guidance, the EEF recommends explicitly teaching handwriting and providing regular opportunities for practice, especially for pupils who struggle with fine motor control or writing stamina. Research shows that improving handwriting fluency can lead to better writing outcomes, increased pupil confidence, and greater engagement with extended writing tasks. For disadvantaged pupils, who may have had fewer opportunities to develop these foundational skills, a consistent and structured approach to handwriting can help close gaps in attainment and support progress across the curriculum</p>	<p>1 2 3</p>
<p><i>The school will release the Maths Leads to review and update the mathematics curriculum to ensure</i></p>	<p>The Education Endowment Foundation (EEF) highlights that a well-sequenced and coherent curriculum is essential for improving pupil outcomes, particularly for disadvantaged learners. Their <i>Improving Mathematics in Key</i></p>	<p>1 2</p>



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<p><i>it meets the needs of all pupils and improves outcomes. This work will focus on strengthening progression, deepening conceptual understanding, and embedding mastery approaches, with particular attention to closing gaps for Pupil Premium children.</i></p>	<p>Stages 2 and 3 guidance recommends that schools ensure curriculum content is carefully structured to build on prior knowledge and support deep understanding of mathematical concepts. The EEF also emphasises the importance of using diagnostic assessment to identify gaps and adapt teaching accordingly. Releasing the Maths Lead to lead this work enables the school to align curriculum design with evidence-informed practice, ensuring that teaching is responsive to pupil needs and supports long-term progress. This approach is especially beneficial for Pupil Premium pupils, who may require additional scaffolding and targeted support to access age-related expectations.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 79,778.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Carefully planned, targeted interventions are in place across all year groups to address gaps in learning, with a specific focus on Pupil Premium children. These interventions are delivered by Deputy Headteachers and Teaching Assistants, ensuring that support is both strategic and responsive to individual pupil needs</i></p>	<p>The Education Endowment Foundation (EEF) highlights that targeted academic support, when carefully planned and delivered by trained staff, can significantly improve outcomes for disadvantaged pupils. According to the EEF's <i>Guide to the Pupil Premium</i>, targeted support should be informed by assessment and delivered by trained staff, including Teaching Assistants, under the guidance of teachers. At St Michael's, Deputy Headteachers and Teaching Assistants deliver structured interventions across all year groups, ensuring support is both strategic and responsive to individual needs. The EEF's <i>Teaching and Learning Toolkit</i> also notes that,</p>	<p>1 2 3</p>



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	when deployed effectively, Teaching Assistants can support pupils to make meaningful progress—particularly when delivering structured interventions. This approach ensures that interventions are aligned with classroom teaching, informed by pupil data, and focused on closing gaps for Pupil Premium children.	
<i>Pupil Premium children in Years 3, 4 and 5 will participate in FFT Tutoring with the Lightning Squad, a structured reading catch-up programme. Delivered in small groups by trained staff, the intervention aims to accelerate progress in reading fluency, comprehension, and decoding for pupils working below age-related expectations</i>	FFT Tutoring with the Lightning Squad is an evidence-based reading intervention developed by the Fischer Family Trust and evaluated by the EEF. It targets pupils below age-related expectations in reading and has been shown to accelerate progress significantly. Pupils who completed 20 or more sessions made three times the expected rate of improvement in reading fluency, with notable gains in decoding and comprehension. The programme's blended delivery model—combining face-to-face tutoring with an online platform in small groups—aligns with EEF guidance, which identifies tutoring as one of the most effective strategies for closing the attainment gap, particularly for disadvantaged pupils.	1 2

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

Budgeted cost: £ 61,116.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The Attendance Officer and Inclusion Lead will work with vulnerable families across the school to reduce the percentage of persistent absence</i>	To reduce persistent absence, our Attendance Officer and Inclusion Lead will work directly with vulnerable families, supported by CSAWS. This approach aligns with EEF guidance which highlights the importance of building a holistic understanding of pupils and families, and delivering responsive, targeted interventions. Evidence from the EEF's Rapid Evidence Assessment shows that	5



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	such strategies—particularly those involving parental engagement and 1:1 support—can positively impact attendance outcomes (EEF, 2022).	
<i>An Inclusion Teaching Assistant, trained in Emotional Literacy Support (ELSA), will deliver targeted support for children across the school with Social, Emotional and Mental Health (SEMH) needs. This provision aims to improve emotional regulation, engagement with learning, and overall wellbeing, particularly for disadvantaged pupils</i>	To support the SEMH needs of disadvantaged pupils, our Inclusion Teaching Assistant—trained in Emotional Literacy Support (ELSA)—will deliver targeted interventions across the school. EEF evidence shows that social and emotional learning approaches can lead to improved academic outcomes and are particularly beneficial for disadvantaged pupils (EEF, 2021). Research into ELSA programmes has demonstrated positive impacts on emotional regulation, behaviour, and engagement with learning	6
<i>A school-employed counsellor will deliver targeted support for pupils with Social, Emotional and Mental Health (SEMH) needs, with a focus on improving emotional wellbeing, resilience, and engagement with learning. This provision is particularly aimed at supporting disadvantaged pupils who may face additional barriers to learning due to emotional or mental health challenges.</i>	To address the SEMH needs of disadvantaged pupils, the school will employ a trained counsellor to deliver targeted support. EEF evidence shows that social and emotional learning interventions can lead to improved academic outcomes and are particularly beneficial for pupils from disadvantaged backgrounds, who are more likely to experience emotional and behavioural challenges (EEF, 2025). This aligns with the DfE's recommended wider strategies for Pupil Premium spending.	6
<i>Targeted behaviour interventions will be</i>	To reduce exclusions and improve engagement with learning, the school will access	6



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<p><i>delivered in collaboration with City of Birmingham School to support pupils at risk of exclusion or persistent disruption. This provision will focus on improving self-regulation, reducing behavioural incidents, and increasing engagement with learning, particularly for disadvantaged pupils.</i></p>	<p>targeted behaviour support from City of Birmingham School. EEF evidence shows that behaviour interventions can lead to improved academic outcomes, particularly when targeted at pupils with persistent behavioural challenges. This approach is especially important for disadvantaged pupils, who are more likely to be affected by exclusion and disruption (EEF, 2021).</p>	
<p><i>Improve children's engagement with school through access to funded music lessons.</i></p>	<p>To increase the cultural capital of pupil premium children, we will provide access to funded music lessons. EEF evidence shows that arts participation, including music, can lead to improved academic outcomes and increased engagement with school (EEF, 2021). These experiences are particularly impactful for disadvantaged pupils, helping to close the attainment gap and foster motivation and self-efficacy (EEF Learning About Culture, 2021)</p>	4
<p><i>Support the operation of educational visits, linked to curriculum overviews, to ensure experiences are affordable and accessible to all children. Provide a wide range of cultural experiences which inspire and motivate, positively benefiting learning. Positive impact on writing outcomes due to children's increased range of experiences and improved vocabulary.</i></p>	<p>To enhance curriculum access and engagement, we will support the operation of educational visits and cultural experiences, ensuring affordability for all pupils. EEF evidence shows that arts participation and cultural enrichment can lead to improved academic outcomes, particularly in writing and mathematics, and help close the disadvantage gap (EEF, 2021). These experiences also support vocabulary development, which is essential for literacy progress, especially among disadvantaged pupils (EEF, 2021; Literacy KS2 Guidance)</p>	4

Total budgeted cost: £ 281,790.00



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>During the 2024–2025 academic year, St Michael's C E Primary School continued to implement targeted strategies to improve outcomes for disadvantaged/vulnerable pupils. Our analysis draws on national assessment data, internal tracking, attendance records, and pupil voice.</p> <p>To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).</p> <p><u>Teaching and Learning</u></p> <p>A rigorous cycle of continuing professional development (CPD) and monitoring is now firmly embedded across the school. Staff have engaged in peer observations, shared best practice through video exemplars, and benefited from external visits, all contributing to a culture of collaborative improvement. Feedback from learning walks has been quality assured by the School Improvement Adviser, reinforcing consistency and high standards.</p> <p><u>Early Career Teachers</u></p> <p>Two Early Career Teachers successfully completed their first-year induction and are now confidently meeting career stage expectations. They will continue their development through the ECT+1 training programme delivered by Tudor Grange and BDMAT. In addition, three ECT+1 teachers have completed the full two-year programme, demonstrating sustained professional growth and readiness to deliver high-quality teaching that supports improved outcomes for all pupils, including those eligible for the Pupil Premium.</p>	



Teaching and Learning Framework

The implementation of a bespoke Teaching and Learning Framework—drawing on *Making Every Primary Lesson Count* and supported by Tom Sherrington's *WalkThrus*—has strengthened pedagogical practice. These initiatives have led to improved teaching quality and greater impact on pupil outcomes, particularly for disadvantaged learners.

Outcomes in EYFS

At the end of the Early Years Foundation Stage (EYFS), 75% of pupils achieved the Expected Level of Development (ELG), outperforming both the local average of 64.9% and the national average of 68.3%.

In Literacy, 75% of pupils met the ELG, compared to 65.5% across other schools in the local area and 70.5% nationally.

In Mathematics, 80.6% of pupils achieved the Early Learning Goal (ELG), exceeding both the local average of 75.6% and the national average of 77.7%.

While outcomes for disadvantaged pupils were lower overall, it is important to note that a significant proportion of these children also had identified Special Educational Needs and Disabilities (SEND), presenting additional barriers to learning. Despite these challenges, progress was evident across key areas of development. National comparison data for disadvantaged pupils has not yet been published, but internal tracking shows that targeted support and inclusive strategies are having a positive impact.

Outcomes in Phonics

In the Year 1 Phonics Screening Check, 94.6% of pupils met the expected standard, significantly above both the local average of 80.6% and the national average of 89.7%. Among disadvantaged pupils, 89.7% achieved the expected standard — a notable increase from 80.6% in the previous year, reflecting the impact of targeted support and early intervention strategies.

In the Year 2 Phonics Screening Check, 94.4% of pupils achieved the expected standard, outperforming the local average of 86.3%. National data has not yet been published for comparison. Among disadvantaged pupils, 93.1% met the expected standard — a strong improvement from 81.2% the previous year, highlighting the effectiveness of targeted interventions and sustained support.



Outcomes in KS1

Combined outcomes in Reading, Writing, and Mathematics have continued to improve over a three-year period. This year, 65% of pupils achieved the expected standard, a significant rise from just 40.7% at the end of 2024. Although the attainment gap between pupil premium and non-pupil premium pupils has not yet fully closed, internal data shows a consistent upward trend over the past three years, indicating that targeted interventions and strategic planning are beginning to have a sustained impact.

Outcomes in KS2

Outcomes for Year 6 pupils were below the national average, and the attainment gap between disadvantaged and non-disadvantaged pupils did not narrow. This has directly informed the priorities within our School Development Plan (SDP) and the allocation of pupil premium funding for the current academic year.

At the point of leadership transition at the end of Year 4, only 20% of pupils in this cohort were on track in RWM. This baseline highlighted the urgent need for strategic improvement and informed the development of a robust school improvement strategy. By the end of the Year 6, 45.8% achieved the expected standard — demonstrating clear impact from the actions implemented under new leadership. While these improvements are encouraging, further time is needed to embed changes and sustain progress.

Internal data across other year groups shows that outcomes are improving and the gap between disadvantaged and non-disadvantaged pupils is beginning to narrow, reflecting the effectiveness of targeted support and strategic planning.

Multiplication Tables Check

Multiplication Tables Check (MTC) outcomes have shown a sustained upward trend over the past three years. In the most recent assessment, 45.8% of pupils achieved a perfect score of 25 — an increase of 7.3 percentage points from the previous year. The mean score also rose to 22.8, up from 21.2, reflecting steady improvement in multiplication fluency across the cohort. These results demonstrate the positive impact of consistent teaching strategies and targeted support in mathematics.

Attendance

Although attendance for pupils eligible for Pupil Premium did not show the desired improvement last year, we have taken decisive and strategic steps to address this. This



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academic year, we are working in close partnership with CSAWS (Central School Attendance and Welfare Service) to provide targeted support and early intervention for families. Additionally, we have restructured staffing to ensure greater capacity for attendance monitoring and pastoral support, enabling a more proactive and personalised approach. These changes reflect our commitment to removing barriers to attendance and ensuring every child can thrive.

Wellbeing Provision

During the academic year, 83 children across the school received targeted support from our Inclusion Teaching Assistant, who is ELSA trained. This support was delivered through a comprehensive and structured programme, including:

- Sensory Circuits to support emotional regulation and readiness for learning
- Daily Emotional Check-ins to promote emotional literacy and self-awareness
- Emotional Wellbeing Sessions tailored to individual needs
- Social Skills Groups to develop positive peer relationships

This provision has played a key role in fostering a nurturing and inclusive school environment, supporting both the emotional development and academic engagement of our Pupil Premium children.

Parent Voice

Feedback from our Parent Questionnaire (October 2024) shows that 96% of parents strongly agreed or agreed that their children are happy at school, highlighting the positive impact of our inclusive and wellbeing-focused approach.

Music Provision

126 children accessed our music provision 2025-202. 56% of these children are pupil premium which was an increase of 13% from the previous year. During the next academic year, the plan is to ensure that there is an even higher uptake of pupil premium children.

Educational Visits

Pupil premium was used to subsidise trips to make them accessible to all children.

In addition to this the school partially funded visitors into the school such as The Animal Man and a Roman Day.



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There was a total of 184 EVOLVE event forms completed during the academic year. All year groups were offered enrichment activities. Therefore, enhancing the curriculum for all our learners. All children were able to successfully attend these trips.

Our evaluation of the approaches delivered last academic year indicates that the following have been particularly successful:

- Teaching and learning support to ensure consistent high-quality teaching.
- Targeted interventions, particularly in early reading, through the deployment of teaching assistants.
- Funding additional pastoral support.
- Support for Early Career Teachers (ECTs):
- Improved Early Years Outcomes because of initiatives and support.
- Pastoral and Wellbeing Support.
- Parental Confidence.
- Access to Enrichment.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This plan has been set for the next 3 years.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

<u>Programme</u>	<u>Provider</u>
Ready, Steady, Write	Literacy Counts
Ready, Steady, Read	Literacy Counts
Number Sense	Number Sense Maths Ltd
WalkThrus	Teaching WalkThrus International Ltd



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Further Information

- At St Michael's CE Primary School, our pupil premium strategy is embedded within our wider school improvement planning and reflects our commitment to inclusion, equity, and excellence for all. With nearly half of our pupils eligible for Pupil Premium, we recognise the importance of addressing the complex and varied barriers to learning that disadvantaged children may face. Our approach is holistic and evidence-informed, rooted in the Education Endowment Foundation's tiered model.
- Our strategy is shaped by:
 - Regular pupil progress meetings with a sharp focus on disadvantaged pupils
 - Diagnostic assessment and contextual analysis to inform targeted support
 - Strong pastoral care and Early Help support, including CSAWS and our Attendance and Inclusion Leads
 - A whole-school commitment to nurturing wellbeing, spirituality, and a sense of belonging
 - Ongoing investment in staff development, including CPD on adaptive teaching, phonics, SEMH, and curriculum design
 - We continue to evaluate the impact of our strategy through both quantitative data and qualitative feedback, ensuring that our provision remains responsive and effective. Our aim is not only to close gaps in attainment, but to ensure that every child feels valued, supported, and empowered to flourish.