



St Michael's
C.E. Primary School

Pupil Premium Strategy Statement



"Courage to Flourish in the Love of God"

This statement sets out our school's use of pupil premium funding to improve educational outcomes for disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to use the funding during the 2026/27 academic year, and the outcomes achieved by disadvantaged pupils during 2025/26.

School overview

Detail	Data
School name	St Michael's Church of England Primary School
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	57.8% (205 children)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 to 2027-2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027 (and every term)
Statement authorised by	Sally-Ann Roberts (Headteacher)
Pupil premium lead	Sally-Ann Roberts (Headteacher)
Governor / Trustee lead	Stephen Pihlaja (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,750.00
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.	£317,750.00

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's Church of England Primary School, we are committed to ensuring that all pupils, irrespective of their background or the challenges they face, receive consistently high-quality teaching, timely and effective support, and access to a broad and enriching curriculum. In keeping with our Christian vision, we want every child to be empowered to live life in all its fullness.

Disadvantaged pupils currently make up 57.8% of our school population (205 pupils). Improving their educational outcomes is therefore central to our whole-school improvement strategy and is a shared responsibility across the school. We maintain high expectations for disadvantaged pupils and are committed to identifying and removing the barriers that may prevent them from achieving as well as they can.

Our strategy is informed by careful analysis of assessment information, attendance, behaviour and pastoral information, alongside pupil and parent voice and the professional knowledge of staff. We recognise that disadvantage does not affect all pupils in the same way and do not make assumptions about individual pupils based on their eligibility for pupil premium. We use diagnostic assessment and regular pupil progress reviews to identify both common challenges and individual needs and to ensure support is timely and appropriately targeted.

Our approach is informed by the Education Endowment Foundation's tiered model and prioritises:

1. High-quality teaching – ensuring that all pupils benefit from consistently strong classroom practice and that staff are supported to continually develop their expertise.
2. Targeted academic support – providing evidence-informed, carefully targeted support where assessment identifies gaps in knowledge, skills or learning.
3. Wider strategies – addressing non-academic barriers to learning, including attendance, behaviour, wellbeing and access to wider opportunities.

We recognise that high-quality teaching has the greatest potential to improve outcomes for disadvantaged pupils while benefiting all pupils. Pupil premium funding is therefore used strategically rather than allocated on a per-pupil basis, with spending decisions linked directly to the needs and barriers identified within our school.

The Headteacher oversees the implementation, monitoring and evaluation of the strategy, supported by senior leaders, staff and governors. The strategy is reviewed throughout the year so that approaches can be adapted where evidence indicates that pupils' needs have changed or that an intervention is not having the intended impact.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence continue to limit access to learning for a significant proportion of disadvantaged pupils. Analysis of 2025/26 attendance data shows that pupils eligible for Pupil Premium attended at 90.26%, compared with 94.40% for non-Pupil Premium pupils, a gap of 4.14 percentage points. Persistent absence was 31.75% for Pupil Premium pupils compared with 15.87% for non-Pupil Premium pupils. Absence reduces pupils' access to high-quality teaching, targeted support and wider curriculum opportunities and can compound existing gaps in learning.
2	Many disadvantaged pupils enter school with starting points below those typical for their age, particularly in communication and language, vocabulary, early literacy and wider experiences. These barriers can affect pupils' ability to access learning successfully unless strong foundations are secured from the earliest stage. The school's strengthened Early Years provision has resulted in significant improvement, with 79.5% of pupils achieving a Good Level of Development in 2026 and 66.7% of disadvantaged pupils achieving GLD. Despite this improvement, lower starting points remain evident on entry and can affect pupils' subsequent access to the curriculum, particularly in language, reading and writing.
3	A significant proportion of disadvantaged pupils experience overlapping barriers associated with SEND and other additional needs. School data identifies a substantial cohort of pupils who are both disadvantaged and have SEND. These pupils may experience additional barriers relating to communication and language, cognition and learning, emotional regulation, independence and access to age-related curriculum expectations. The interaction between disadvantage and additional needs can result in slower acquisition of age-related knowledge and skills and can affect pupils' independence and access to the curriculum.
4	Outcomes for disadvantaged pupils have improved substantially, but some remaining attainment differences and variation between cohorts and subjects need to be addressed. Disadvantaged pupils achieve strongly in several areas, including phonics and multiplication fluency, and 54.8% of disadvantaged pupils achieved the combined expected standard at the end of Key Stage 2 in 2026. School assessment nevertheless identifies remaining gaps for individual pupils and cohorts, particularly in reading fluency and comprehension, writing and mathematical reasoning. These remaining differences mean that some disadvantaged pupils are less likely than their peers to achieve securely at the expected and higher standards.

5	Financial and socio-economic disadvantage can restrict pupils' access to enriching experiences and opportunities beyond school. Some pupils have limited opportunities to experience music, the arts, educational visits, residential experiences and places beyond their immediate community. Limited access to these opportunities can restrict pupils' cultural knowledge and vocabulary, confidence, interests, aspirations and understanding of the wider world.
6	Social, emotional and family circumstances can affect some disadvantaged pupils' wellbeing and readiness to learn. A number of pupils experience additional barriers arising from challenging family circumstances, adverse experiences and social and emotional needs. These can affect emotional regulation, resilience, relationships, attendance and readiness to engage successfully in learning. For some pupils, these overlapping circumstances reduce readiness to learn, affect continuity of engagement with school and make it more difficult to access learning successfully.

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.

High-quality teaching remains the central driver of this strategy. Investment in teaching, professional development, coaching, leadership capacity and targeted academic support is intended to ensure that disadvantaged pupils experience consistently strong teaching, secure essential knowledge and skills, and achieve increasingly strong educational outcomes.

Intended outcome	Success criteria
Improved attendance and reduced persistent absence for disadvantaged pupils. Disadvantaged pupils attend school more regularly and therefore have greater access to high-quality teaching, targeted support and the wider curriculum.	Pupil Premium attendance improves from the 2025/26 baseline of 90.26% and moves closer to national attendance levels. The 4.14 percentage-point attendance gap between Pupil Premium and non-Pupil Premium pupils reduces over the strategy period. Persistent absence for Pupil Premium pupils reduces from the 2025/26 baseline of 31.75%, and the gap with non-Pupil Premium pupils narrows. Half-termly analysis demonstrates sustained improvement for identified pupils and groups, including those

	receiving personalised or multi-agency attendance support.
Disadvantaged pupils secure strong early foundations in communication, language, literacy and mathematics, enabling them to access the curriculum successfully.	The proportion of disadvantaged children achieving a Good Level of Development is sustained or improves from the 2026 baseline of 66.7%, with differences between disadvantaged and non-disadvantaged pupils reducing over time. Assessment demonstrates improved communication and language, vocabulary, early reading, writing and mathematical knowledge for disadvantaged children from their individual starting points. Disadvantaged pupils requiring additional support are identified early and demonstrate measurable progress through targeted provision. Transition evidence demonstrates that disadvantaged pupils enter Year 1 increasingly well prepared for the next stage of learning.
Improved progress, attainment and independence for disadvantaged pupils who also have SEND or other additional needs. These pupils access an ambitious curriculum and make strong progress from their individual starting points.	The large majority of disadvantaged pupils with SEND make measurable progress towards their identified learning outcomes, including EHCP, SSPP and Personal Learning Goal targets where applicable. Assessment, pupils' work and Evidence for Learning demonstrate gains in communication, cognition and learning, regulation and independence. The attainment and progress of pupils who are both disadvantaged and have SEND improve over the strategy period, with differences reducing where appropriate. Intervention review demonstrates measurable impact, and pupils increasingly transfer taught knowledge and skills into classroom learning.

Improved and sustained educational outcomes for disadvantaged pupils through consistently high-quality teaching, precise assessment and timely targeted support.	Outcomes for disadvantaged pupils in reading, writing and mathematics improve or are sustained at strong levels from their starting points across the strategy period. At the end of Key Stage 2, disadvantaged pupils continue to achieve at least broadly in line with the latest published national disadvantaged comparator, building on the 2026 combined outcome of 54.8%. Internal assessment demonstrates narrowing differences between disadvantaged and non-disadvantaged pupils where gaps remain, particularly in reading fluency and comprehension, writing and mathematical reasoning. The proportion of disadvantaged pupils achieving securely at the expected standard and at greater depth/higher standards increases over the strategy period. Monitoring, book scrutiny, assessment and pupil-progress reviews demonstrate that disadvantaged pupils consistently experience high-quality teaching and that identified gaps are addressed promptly.
Disadvantaged pupils have equitable access to enriching cultural, creative and curriculum experiences and participate fully in the wider life of the school.	Financial disadvantage does not prevent pupils from participating in curriculum-linked educational visits or residential experiences. Participation in music tuition, clubs, sport, performance, visits and wider enrichment is monitored by pupil group, with disadvantaged pupils appropriately represented in the school's wider offer. Uptake of music tuition and other subsidised enrichment opportunities by disadvantaged pupils is sustained or increased. Pupil voice, Experience Journals and curriculum evidence demonstrate that disadvantaged pupils develop broader

	knowledge, vocabulary, confidence, interests and aspirations through these experiences.
Improved emotional wellbeing, regulation, resilience and readiness to learn for disadvantaged pupils experiencing social, emotional or family barriers.	Identified pupils demonstrate measurable improvement against individual pastoral, SEMH or wellbeing outcomes. Pupil voice, parent feedback, pastoral records and staff observations demonstrate improved wellbeing, emotional regulation, engagement and readiness to learn. For pupils receiving targeted support, behaviour, engagement and access to learning improve from individual baselines, with reductions in serious incidents or suspensions where these have previously been a barrier. Early Help and multi-agency support demonstrate measurable impact for identified pupils and families, with provision reviewed and adapted where improvement is not evident.

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: £ 130,000

The £130,000 represents an apportioned contribution towards leadership and teaching capacity used to secure and improve the quality of teaching for disadvantaged pupils

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain and further strengthen consistently high-quality teaching through additional leadership, coaching and	The DfE identifies high-quality teaching, professional development and mentoring and coaching for teachers as appropriate Pupil Premium approaches. EEF guidance places high-	2 3 4

professional development capacity. Deputy Headteachers, the Assistant Headteacher and Phase Leader will provide modelling, coaching, collaborative planning, assessment support, professional development and quality assurance across the school. During a period of significant staffing change, additional leadership capacity will be used to ensure that pupils continue to receive consistently high-quality teaching. Particular support will be provided in Early Years and Key Stage 1, including Reception and Year 1, where staff are new to year groups, alongside careful oversight of transition and the securing of strong foundations in communication, language, reading, writing and mathematics.	quality teaching at the heart of an effective Pupil Premium strategy and emphasises that professional development should be sustained, supported and focused on improving classroom practice. Evidence: DfE – Using pupil premium; EEF – Effective Professional Development; EEF – A School’s Guide to Implementation.	
Provide structured coaching, mentoring and professional development for teachers at the beginning of their careers. The school's two ECTs and three SCITT trainee teachers will receive additional support through senior and phase leadership. This will include modelling, joint planning, instructional coaching, regular feedback and support with assessment, adaptive teaching and curriculum implementation. The Assistant Headteacher, Deputy Headteachers and Phase Leader will work collectively to ensure that	EEF evidence highlights the importance of sustained professional development that provides teachers with opportunities to develop knowledge, practise approaches, receive feedback and embed improved classroom practice. The DfE menu specifically includes mentoring and coaching for teachers. Evidence: EEF – Effective Professional Development; EEF – A School’s Guide to Implementation; DfE – Using pupil premium	2 3 4

less experienced teachers rapidly develop confidence and expertise in the school's established approaches and consistently meet the needs of disadvantaged pupils and pupils with SEND.		
Continue to embed evidence-informed approaches to teaching through the Strong Foundations Framework and the school's established teaching and learning priorities. Professional development, coaching and quality assurance will maintain consistent approaches to adaptive teaching, explicit instruction, formative assessment, reading, writing, oracy and mathematics. Leaders will use learning walks, book scrutiny, assessment information, pupil voice and pupil-progress reviews to identify where further support or professional development is required.	EEF recommends that Pupil Premium strategy is integrated with wider school improvement and that implementation, monitoring and evaluation are planned from the outset. DfE guidance identifies high-quality assessment and a broad, balanced, knowledge-based curriculum that responds to pupils' needs as an appropriate use of the grant. Evidence: EEF – Pupil Premium: Develop your strategy; EEF – A School's Guide to Implementation.	2 3 4

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

Budgeted cost: £ 82,254.00

Interventions will be diagnostic, targeted and time-limited wherever appropriate. Entry and exit assessment, pupils' work, teacher assessment and pupil-progress reviews will be used to evaluate impact. Provision will be adapted or discontinued when pupils have secured identified gaps or where an intervention is not demonstrating the intended impact.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide assessment-led, structured Teaching Assistant	EEF evidence indicates that Teaching Assistants can have a positive impact when they are trained and deployed to deliver	2 3 4

interventions to address precisely identified gaps in learning. Trained Teaching Assistants will deliver short-term individual and small-group intervention according to diagnostic assessment and pupil-progress information. Provision will include phonics keep-up and catch-up; reading fluency and comprehension; IDL literacy and numeracy; targeted writing support; spelling; handwriting and transcription; multiplication fluency/MTC; arithmetic and wider mathematics catch-up, alongside other targeted academic intervention where assessment identifies a specific gap. Intervention will supplement, rather than replace, high-quality classroom teaching.	structured, targeted interventions, rather than replacing teacher interaction. Careful assessment, training and strong links between intervention and classroom learning are important. Evidence: EEF – Teaching Assistant Interventions; EEF – Deployment of Teaching Assistants; EEF – One-to-one tuition.	
Provide targeted phonics and early-reading intervention for pupils who require additional support to become fluent readers. Trained staff will deliver phonics keep-up and catch-up closely aligned to classroom teaching. Assessment will identify specific gaps in decoding and word	Phonics has a strong evidence base, particularly for younger pupils and pupils who are struggling with early reading. EEF notes that targeted phonics intervention should be systematic and closely matched to pupils' needs. Evidence: EEF – Phonics.	2 3 4

reading, and provision will be adapted as pupils secure the required knowledge and skills.		
Provide targeted speech, language and communication intervention for disadvantaged pupils with identified needs. Trained staff will deliver interventions informed by Speech and Language Therapy (SALT) advice and pupils' individual communication targets. Support may include receptive and expressive language, vocabulary development, speech and language, listening and attention and communication skills. Progress will be evaluated against individual starting points and professional targets	EEF identifies oral-language interventions as a high-impact approach and notes that pupils from lower socio-economic backgrounds are at greater risk of entering school with weaker language and communication skills. St Michael's own evidence also demonstrates impact from this provision, with 71% of pupils participating in speech and language intervention making measurable improvement. Evidence: EEF – Oral Language Interventions.	2 3 4
Provide targeted spelling, handwriting and transcription support where assessment identifies barriers to successful writing. Intervention will reinforce the school's systematic approaches to spelling and handwriting and provide additional practice for pupils requiring support with spelling knowledge, letter formation,	The school's own assessment identifies spelling and handwriting as continuing priorities. Ready Steady Spell is being embedded in KS2 and Little Wandle Handwriting is used in Reception and Year 1, with additional teaching informed by assessment. EEF literacy guidance emphasises the importance of securing transcription alongside composition. Evidence: EEF – Improving Literacy in Key Stage 1; EEF – Improving Literacy in Key Stage 2.	2 3 4

handwriting fluency, fine-motor control and transcription. Support will be closely connected to pupils' classroom writing so that skills increasingly transfer into independent work.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 105,496.00

Taken together, these wider strategies are designed to remove the non-academic barriers that can prevent disadvantaged pupils from attending regularly, engaging fully in learning and accessing the wider life of the school. Through coordinated attendance support, pastoral and emotional wellbeing provision, specialist behaviour support and equitable access to enrichment, the school will ensure that disadvantaged pupils are increasingly able to benefit from high-quality teaching, participate fully in school life and achieve strong educational outcomes.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced attendance and family-support provision through the school's Attendance Officer, Inclusion Lead and additional investment of £20,617.54 in CSAWS (Central School Attendance and Welfare Service). CSAWS is an independent Education Welfare Service specialising in improving school attendance and reducing persistent absence through direct work with pupils, families and schools. Working alongside school	Supporting attendance is explicitly included within the DfE Pupil Premium menu of approaches. EEF evidence emphasises the importance of developing a holistic understanding of pupils and families, diagnosing specific barriers and providing responsive, targeted support alongside strong universal provision . Evidence also identifies some promise in parental communication and engagement and approaches that respond to individual pupils' needs. The CSAWS model complements this through specialist attendance casework, family engagement, home visits and attendance analysis. Evidence links: EEF – Supporting School Attendance · EEF – Summary of Attendance Evidence · EEF – Attendance Interventions Rapid Evidence Assessment · EEF – Communicate Effectively with Families ·	1 6

leaders, the Attendance Officer and Inclusion Lead, the additional CSAWS provision will increase the capacity available to support disadvantaged pupils whose attendance is causing concern. Provision will include analysis and monitoring of attendance, early identification of emerging concerns, informal and formal meetings with families, direct casework, home visits and safe-and-well checks, support to understand and address individual barriers to attendance, personalised attendance planning and liaison with other services where appropriate. School staff will continue to provide first-day response, Early Help and wider family support, ensuring that attendance concerns are addressed through a coordinated approach. Particular priority will be given to disadvantaged pupils who are persistently absent or at risk of becoming persistently absent. Impact will be reviewed regularly through attendance and persistent-	DfE – Using Pupil Premium: Guidance for School Leaders · DfE – Working Together to Improve School Attendance · CSAWS – Central School Attendance and Welfare Service	
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absence data and individual case reviews.		
Targeted Inclusion Teaching Assistant provision – £17,900. The Inclusion Teaching Assistant, who is trained in ELSA approaches, will provide targeted individual and small-group support for disadvantaged pupils experiencing social, emotional or additional barriers to learning. Provision may include emotional-literacy and regulation work, sensory circuits, emotional check-ins, social-skills work and structured individual support to improve wellbeing, independence, engagement and readiness to learn. Individual outcomes will be identified and reviewed regularly so that provision can be adapted according to need and impact.	The DfE menu specifically includes support for pupils’ social, emotional and behavioural needs as an appropriate wider strategy. EEF evidence indicates that social and emotional learning approaches can support pupils’ interaction with others and their self-management of emotions, while emphasising the importance of careful implementation and monitoring. Evidence links: EEF – Social and Emotional Learning · EEF – Improving Social and Emotional Learning in Primary Schools · EEF – Wider Strategies · DfE – Using Pupil Premium: Guidance for School Leaders	3 6
Targeted counselling provision – £9,600. A trained counsellor will provide targeted support for identified disadvantaged pupils whose social, emotional or family circumstances are affecting their wellbeing, resilience, emotional regulation,	This provision responds to identified social and emotional barriers rather than providing counselling universally. The DfE explicitly includes support for social, emotional and behavioural needs within wider Pupil Premium strategies. EEF evidence on social and emotional learning reinforces the importance of developing emotional regulation, relationships and self-management where these affect pupils’ engagement with education. Evidence links:	6

attendance or engagement with learning. Referral information, individual outcomes, pupil voice, staff observations and pastoral information will be used to evaluate impact and determine when support should be adapted or concluded.	EEF – Social and Emotional Learning · EEF – Improving Social and Emotional Learning in Primary Schools · EEF – Guide to the Pupil Premium · DfE – Using Pupil Premium: Guidance for School Leaders	
Targeted behaviour and specialist outreach support from City of Birmingham School – £1,600. Specialist outreach will be commissioned for identified pupils where behaviour, emotional regulation, persistent disruption or risk of suspension creates a significant barrier to successful participation in learning. Support will include specialist assessment and advice, individual strategies and guidance for staff, with impact reviewed through pupils' behaviour, regulation, engagement and access to learning.	EEF evidence indicates that targeted and universal behaviour interventions can have positive effects and can promote better engagement with teaching and learning by reducing challenging behaviour and increasing positive engagement. Schools are encouraged to select approaches that are appropriately matched to identified needs and to support staff to implement them consistently. Evidence links: EEF – Behaviour Interventions · EEF – Wider Strategies · DfE – Using Pupil Premium: Guidance for School Leaders	3 6
Funded and subsidised music tuition – £14,628. The school will remove financial barriers to instrumental tuition and musical participation so that	The DfE Pupil Premium menu explicitly includes enrichment, extracurricular and co-curricular activities and arts participation. EEF identifies music within arts participation and reports positive average effects on academic outcomes, while also emphasising the important educational value of arts participation in its	5

disadvantaged pupils can access high-quality musical experiences alongside their peers. Uptake, attendance and sustained participation will be monitored for disadvantaged pupils to ensure that financial circumstances do not restrict access to the school's wider offer.	own right. The EEF's current Pupil Premium guidance specifically identifies music lessons as an example of an extracurricular activity that schools may consider within wider strategies. Evidence links: EEF – Arts Participation · EEF – Pupil Premium: Using Reliable Research Evidence · EEF – Guide to the Pupil Premium · DfE – Using Pupil Premium: Guidance for School Leaders	
Subsidised educational visits, residential experiences and curriculum enrichment – £15,450. Funding will reduce or remove financial barriers so that disadvantaged pupils can participate fully in curriculum-linked educational visits, residential experiences and wider cultural opportunities. Participation will be monitored by pupil group to ensure that financial disadvantage does not result in pupils missing experiences available to their peers. The purpose of this investment is to secure equitable access to a broad and enriching curriculum and to develop pupils' knowledge, vocabulary, confidence, interests, aspirations and	The DfE menu explicitly identifies enrichment, extracurricular and co-curricular activities, outdoor and nature activities, arts participation and wider life skills as appropriate wider strategies. EEF's current Pupil Premium evidence guidance specifically includes school trips within its discussion of extracurricular activity, while advising schools to consider carefully how such participation contributes to improved outcomes. Our monitoring will therefore focus on participation, engagement and identified outcomes rather than assuming that attendance at a trip alone improves attainment. Evidence links: EEF – Pupil Premium: Using Reliable Research Evidence · EEF – Wider Strategies · EEF – Arts Participation · DfE – Using Pupil Premium: Guidance for School Leaders	5

understanding of the wider world.		
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Total budgeted cost: £317,750.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section evaluates the impact of our Pupil Premium strategy during the 2025/26 academic year.

During 2025/26, Pupil Premium funding was used strategically across the three strands of high-quality teaching, targeted academic support and wider strategies. The school has evaluated impact using a range of evidence, including statutory and internal assessment information, intervention outcomes, attendance and persistent-absence data, behaviour and suspension information, SEMH assessment, pupils' work, learning walks, pupil and parent voice and participation in the wider life of the school.

Our evaluation recognises that disadvantage does not affect pupils in a uniform way. Many disadvantaged pupils achieve strongly and participate successfully across school. Where outcomes are less secure, this is often associated with multiple and overlapping barriers, for example disadvantage alongside SEND, communication and language needs, SEMH needs, adverse experiences or difficulties with attendance. Leaders therefore evaluate pupils' needs and progress individually as well as considering patterns across groups.

We also recognise that pupils frequently benefit from several aspects of provision simultaneously. Improvements are therefore evaluated through a combination of quantitative and qualitative evidence rather than attributed to one intervention in isolation.

<u>Action</u>	<u>Impact</u>
High-quality teaching, leadership, professional development and coaching Senior and phase leaders provided modelling, coaching, collaborative planning, monitoring and professional development. The school's Teaching and Learning Framework continued to provide a shared evidence-informed approach to classroom practice,	Teaching and curriculum implementation strengthened further during 2025/26, building on sustained improvement over recent years. Learning walks, book scrutiny and pupil discussions demonstrate increasing consistency in explicit modelling, guided practice, retrieval, checking for understanding, responsive scaffolding and independent application. Monitoring is developmental, with findings used to inform coaching, modelling, team teaching and subsequent professional development. Early reading remains a significant strength. Year 1 phonics outcomes were 83.6% in 2024, 94.6% in 2025 and 91.9% in 2026, demonstrating sustained strong performance over time. In 2026, St Michael's outcome of 91.9% was substantially above Bartley Green at 81.3%, Birmingham at 81.6% and national at 81.8%. Importantly, every Year 1 pupil who was able to access

while teachers early in their careers received structured mentoring, observation and feedback.	the statutory Phonics Screening Check achieved the expected standard. The three pupils who did not record a pass were pupils in The Nest with significant communication needs and are pre-verbal who were disapplied from the check; when these pupils are excluded, the outcome for pupils accessing the screening check is 100%. Pupil Premium pupils also achieved strongly, with 89.5% meeting the expected standard. Key Stage 2 outcomes also show substantial improvement over time. Combined reading, writing and mathematics attainment increased from 55.9% in 2024 and 45.8% in 2025 to 62.5% in 2026. The 2026 combined outcome was above Bartley Green at 61.9%, broadly in line with Birmingham at 62.6%, and close to national at 63.2%. The subject picture similarly shows improvement. Reading increased from 61.0% in 2025 to 70.8% in 2026, compared with 70.2% in Bartley Green, 74.1% across Birmingham and 75.0% nationally. Writing improved across the three-year period from 67.8% in 2024 to 69.5% in 2025 and 72.9% in 2026; the 2026 outcome was slightly above Bartley Green at 72.7% and Birmingham at 72.5%, and very close to 73.1% nationally. Mathematics recovered strongly from 59.3% in 2025 to 72.9% in 2026, compared with 72.7% in Bartley Green, 75.1% in Birmingham and 75.0% nationally. The improvement is also evident for disadvantaged pupils. At Key Stage 2, disadvantaged writing attainment reached 64.5% in 2026, compared with 51.6% in 2023, demonstrating substantial improvement over time. 54.8% of disadvantaged pupils achieved the combined expected standard in reading, writing and mathematics in 2026, compared with the latest published national disadvantaged comparator of 47% in 2025. The 2026 national headline release does not yet include the equivalent pupil-characteristics breakdown, so 2025 remains the latest published disadvantaged comparison. Where attainment remains less secure, analysis shows that this is particularly associated with individual pupils experiencing multiple and overlapping barriers, including disadvantage alongside SEND, communication and language needs, SEMH needs and/or difficulties with attendance. Taken together, the evidence indicates that sustained investment in curriculum development, high-quality teaching, coaching, professional development and precise assessment is contributing to stronger and increasingly consistent outcomes. The 2026 results show particularly strong performance in phonics and writing, substantial recovery at Key Stage 2 and outcomes that are increasingly close to, or above, local and national comparators. Leaders will continue to build on this
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	trajectory while maintaining a precise focus on pupils experiencing multiple barriers and on securing greater proportions of disadvantaged pupils at the expected and higher standards.
Strengthening early foundations through high-quality Early Years provision, communication and language, early literacy, phonics and mathematics	Early Years outcomes provide strong evidence of sustained improvement for all pupils, including disadvantaged children. Good Level of Development at St Michael's has increased from 61.2% in 2023 to 79.5% in 2026, demonstrating sustained improvement over four successive cohorts. In 2026, the school's overall GLD outcome of 79.5% was substantially above Bartley Green at 63.1%, Birmingham at 68.9% and national at 72.3%. Outcomes for disadvantaged children were also positive. 66.7% of Pupil Premium children achieved a Good Level of Development in 2026. National disadvantaged EYFSP outcomes are not currently published, so a direct national disadvantaged comparison is not available. The closest published comparator within the Birmingham attainment report is Free School Meals; St Michael's FSM pupils also achieved 66.7% GLD, compared with 63.2% for FSM pupils across Birmingham, placing the school 3.5 percentage points above the Birmingham FSM outcome. This is particularly significant within the context of the cohort: 61.4% of Reception children were eligible for Pupil Premium, 20.5% had SEND and 15.9% were both disadvantaged and had SEND. The outcomes therefore provide strong evidence that the school's focus on early language, literacy, mathematics, high-quality adult interaction, early identification and targeted support is helping disadvantaged children, including those experiencing overlapping barriers, to establish secure foundations for later learning. Communication and language provision also produced measurable progress. Across the wider group assessed through WellComm, green outcomes increased from 12% to 42%, red outcomes reduced from 55% to 32%, and 61% improved their age-related language differential. The evidence indicates that the school's focus on curriculum, adult interaction, language, assessment, early identification and responsive intervention is enabling children to leave Reception with increasingly secure foundations for subsequent learning.
Targeted academic support to address identified gaps in phonics, reading, communication and	Targeted academic support produced measurable impact where provision was closely matched to identified gaps. By the end of Year 2, the cumulative phonics outcome reached 98.3%. Four of the five pupils retaking the Phonics Screening Check achieved the expected standard, including all three pupils who

language, writing and mathematics	had joined St Michael's later in their phonics journey with identified gaps. In Reception, 6 of 10 pupils receiving phonics keep-up closed their identified gaps sufficiently to leave intervention, while speech and language intervention resulted in measurable improvement for 5 of 7 pupils (71%). Mathematical fluency is a significant strength and has improved substantially over time. The proportion of Year 4 pupils achieving full marks in the Multiplication Tables Check increased from 16.4% four years ago to 54.7% in 2026, while the average score increased from 17.8 to 22.82. In the absence of published 2026 national MTC data, outcomes are compared with the latest available national figures from 2025. Nationally, 37% of pupils achieved full marks and the average score was 21.0, compared with 54.7% and an average of 22.82 at St Michael's. Outcomes for disadvantaged pupils were particularly strong. At St Michael's, 44.1% of disadvantaged pupils achieved full marks, compared with 27% of disadvantaged pupils nationally in the latest published data (2025). The school's disadvantaged pupils achieved an average score of 22.3, compared with the latest national disadvantaged average of 19.3. These outcomes provide strong evidence that the school's sustained approach to multiplication fluency, retrieval, explicit teaching and targeted support is benefiting disadvantaged pupils as well as the wider cohort.
Attendance and family support through the Attendance Officer, Inclusion Lead, CSAWS and Early Help	Targeted attendance and family work made a positive difference for a number of individual pupils and families. Examples include attendance improving from 78.6% to 86.4%, 78.6% to 88.3%, 81.7% to 90.3% and 81.7% to 91.4%, with two pupils moving out of persistent absence. Whole-cohort attendance nevertheless remains an important priority. At the end of 2025/26, Pupil Premium attendance was 90.26% compared with 94.40% for non-Pupil Premium pupils, while persistent absence was 31.75% for Pupil Premium pupils compared with 15.87% for non-Pupil Premium pupils. Analysis shows that attendance difficulties are particularly significant for some pupils where disadvantage overlaps with other barriers, including SEND, SEMH, family circumstances and wider vulnerability. The success evident in individual cases demonstrates that personalised and family-centred approaches can make a difference. This learning has directly informed the additional investment in CSAWS and enhanced attendance provision for 2026/27, enabling greater capacity for early identification, direct family work, home visits, personalised planning and regular review.

Targeted pastoral, social, emotional and mental-health support through the Inclusion Teaching Assistant, ELSA, counselling, sensory provision and therapeutic or specialist support	Targeted SEMH provision had a positive and measurable impact for many pupils receiving support. Evidence from Boxall Profiles, attendance, academic assessment, pupil presentation and professional feedback demonstrates improvements in emotional regulation, resilience, relationships, inclusion and readiness to learn. Individual pupils demonstrated substantial increases in developmental functioning and reductions in identified diagnostic difficulties, including reductions of 83%, 60% and 80% in individual cases. There is evidence that improved emotional wellbeing supported greater engagement with school and learning. One disadvantaged pupil with SEND improved attendance from 83.3% to 97.1%, alongside a 67% reduction in Boxall diagnostic difficulties and improvement in developmental functioning. Improvements in emotional wellbeing and readiness to learn were also seen alongside positive educational outcomes, including improvements in reading and mathematics assessment and multiplication fluency for individual pupils. These outcomes are considered alongside, rather than attributed solely to, SEMH intervention, but provide evidence that pupils were increasingly able to regulate, remain engaged and access learning successfully. Provision was responsive rather than static. Where assessment showed that pupils had secured their intended outcomes, targeted support was stepped down to monitoring; where pupils continued to experience significant or multiple overlapping barriers, provision was maintained, adapted or strengthened and external professionals were involved where appropriate. This demonstrates an effective assess-plan-do-review approach and a coherent continuum of universal, targeted and specialist support.
Behaviour and specialist outreach support for pupils experiencing significant or complex barriers to successful engagement with school	There was evidence of increased stability, reduced serious behaviour and less education lost for pupils receiving targeted support. Although the overall number of suspension incidents remained broadly stable, days of education lost reduced from 66.5 days in 2024/25 to 51 days in 2025/26, a reduction of approximately 23%, with 34 fewer sessions lost. Wider behaviour information also demonstrates improvement: physical aggression towards other pupils reduced from 219 incidents to 95, while verbal aggression towards adults reduced from 43 to 16. Suspensions were concentrated within a very small cohort rather than being representative of behaviour across the school or of disadvantaged pupils as a group. Seven pupils accounted for 22 of the 25 suspensions during 2025/26, with three pupils accounting for almost half of all suspension incidents. These

	pupils typically experienced multiple and overlapping barriers, including combinations of disadvantage, SEND, SEMH, communication needs, safeguarding or adverse experiences and, in some cases, needs requiring specialist-level provision. Individual case evidence demonstrates the positive impact of personalised provision. One pupil who had three suspensions in 2024/25 had none during 2025/26 following specialist COBS input and a coordinated package of relational, SEMH and SEND support. A further pupil supported through COBS had no suspension in 2025/26 compared with one in the previous year, with specialist advice informing the strategies used for emotional regulation, communication and relationships. Other individual cases similarly show reductions in suspensions and days lost following targeted support and revised provision. This sits within a positive whole-school behaviour culture. Spring 2026 pupil voice showed that 98% of pupils felt safe, 97% said behaviour was good in lessons, 95% felt behaviour was improving and 100% said adults help when behaviour is poor and speak calmly to pupils when behaviour is not as expected. For the small number of pupils whose needs remain significant, personalised provision, structured reintegration, specialist advice and multi-agency support continue to be reviewed and adapted according to progress and need.
Remove financial barriers to music tuition and increase disadvantaged pupils' participation in high-quality musical experiences	Funding successfully removed financial barriers and enabled disadvantaged pupils to participate strongly in the school's music offer. Music clubs and enrichment opportunities were fully funded and free to families, with priority access for pupils eligible for Pupil Premium and pupils with SEND. Pupil Premium pupils represented 50% of Brass Ensemble participants, 56.5% of Brass Electives, 60% of Year 3 Brass, 57.8% of Guitar and 65.7% of Choir participants. Participation was also particularly strong for pupils experiencing overlapping barriers: pupils who were both SEND and Pupil Premium represented 33.3% of Brass Ensemble, 21.7% of Brass Electives, 40% of Year 3 Brass, 21% of Guitar and 31% of Choir participants. Pupil voice demonstrates that the impact extended beyond access alone. 91% of pupils said they enjoyed music lessons, 87% reported learning new musical skills, 82% said participation had increased their confidence and 100% said music helped them to express themselves creatively. Pupils also accessed high-quality performance opportunities including Symphony Hall, Young Voices, Schools in Harmony, school concerts and opportunities linked with the Royal Birmingham Conservatoire, enabling them to perform for different

	audiences, work alongside other musicians and experience music beyond the school setting. The wider music programme also demonstrates sustained progression and aspiration. Individual pupils have progressed to graded instrumental examinations, including Grade 2 and Grade 3, with one pupil progressing into the Birmingham Guitar Ensemble, demonstrating that the school is identifying and nurturing musical potential and creating pathways into musical opportunities beyond school. Taken together, participation, pupil voice and progression evidence demonstrate that funding is not simply providing access to music; it is enabling pupils to develop musical knowledge and skills, confidence, creativity, teamwork, aspiration and a strong sense of achievement and belonging.
Subsidise educational visits, residential experiences and curriculum enrichment so that financial disadvantage does not restrict participation	The intended outcome of equitable participation was achieved. During 2025/26, the school supported 181 trips and educational experiences. Through subsidy and financial support, 100% of pupils were able to attend subsidised trips unless they were absent because of illness. No child was prevented from participating because their family was unable to afford the cost. This ensured that disadvantaged pupils were able to access curriculum-linked experiences alongside their peers and benefit from opportunities to broaden their knowledge, vocabulary, confidence and understanding of the wider world. The school evaluates the impact of this spending primarily through access, participation and pupils' wider experiences, rather than assuming that a visit alone directly causes improvements in attainment.

Overall evaluation of the 2025/26 strategy

The evaluation of the 2025/26 Pupil Premium strategy demonstrates positive and increasingly sustained impact across teaching, academic outcomes, inclusion, wellbeing and pupils' access to the wider life of the school. The strongest impact is evident in Early Years, phonics, mathematical fluency and improving Key Stage 2 outcomes, alongside measurable impact from targeted communication, academic and SEMH provision. Disadvantaged pupils achieve strongly in a number of these areas and benefit from increasingly consistent high-quality teaching and precisely targeted support.

The school's wider strategies have also promoted equity, inclusion and belonging. Disadvantaged pupils participate strongly in music and enrichment, and financial support has ensured that pupils are not prevented from accessing educational visits because of family circumstances. Pastoral and SEMH provision has supported improved emotional regulation, relationships, stability and readiness to learn for many pupils receiving targeted support.

Attendance remains an important area of continued focus. Evaluation shows that the most persistent attendance, behaviour and attainment barriers are particularly evident for a smaller group of pupils experiencing multiple and overlapping needs, for example disadvantage alongside SEND, SEMH, communication and language needs, adverse family circumstances and/or persistent absence. This reinforces the importance of maintaining high expectations while responding precisely to each pupil's individual combination of barriers.

The 2026/27 strategy therefore builds on approaches that are demonstrating the strongest impact. High-quality teaching will remain the central priority; targeted academic support will become increasingly diagnostic and precisely evaluated; additional attendance capacity will strengthen work with pupils and families; and successful inclusion, wellbeing and enrichment provision will continue so that disadvantaged pupils can attend regularly, learn successfully and participate fully in school life.

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, Read	Literacy Counts
Number Sense	Number Sense Maths Ltd
WalkThrus	Teaching WalkThrus International Ltd
FFT Tutoring with the Lightning Squad	Fischer Family Trust (FFT)
Attendance Support	CSAWS – Central School Attendance and Welfare Service
Targeted behaviour/outreach support for pupils at risk of exclusion or persistent disruption	City of Birmingham School

Further Information

At St Michael's CE Primary School, the Pupil Premium strategy is embedded within wider school improvement planning. Implementation and impact are reviewed throughout the year through assessment, pupil-progress meetings, attendance and persistent-absence analysis, intervention evidence, pupils' work, pupil and parent voice and pastoral information. Leaders consider the progress of individual pupils alongside patterns across groups, including pupils experiencing multiple and overlapping barriers, and adapt

provision where needs change or where evidence indicates that an approach is not having the intended impact.

The Headteacher, senior leaders and governors maintain oversight of the strategy, its implementation and the use of funding. Our overarching measure of success is that disadvantaged pupils attend regularly, experience consistently high-quality teaching, achieve strong educational outcomes, receive appropriate support when they need it and participate fully in the wider life of the school.