

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022- 2023, 2023-2024, 2024-2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Michael's Catholic Primary, Elswick
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	57.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	July 2022
Date on which it was reviewed	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Charlotte Chapman
Pupil premium lead	Charlotte Chapman
Governor / Trustee lead	Belinda Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164, 812
Recovery premium funding allocation this academic year	£17, 982
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182, 794



## Part A: Pupil premium strategy plan

## Statement of intent

### Statement of intent

#### Demography and School Context

St. Michael's is an average sized primary school.

Children join the school from several different nursery settings as well as from St Michael's nursery.

The proportion of pupils who are eligible for pupil premium funding is well above average.

The proportion of pupils who access SEN Support is high. Some year groups include a high proportion of pupils with additional needs.

The proportion of pupils with an education, health and care plan is higher than that of the national average.

The proportion of pupils who come from minority ethnic groups, including those who do not have English as their first language, is high.

The school is situated in an area where the level of social deprivation is high.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, as well as research generated by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At St Michael's, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### Ultimate Objectives

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, as well as research generated by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At St Michael's, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, also benefits the non-disadvantaged pupils in our school. Implicit to the intended outcomes detailed below is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider

school plans for education recovery: notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and beyond.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS
- Additional learning support.
- Pay for uniform, activities, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision
- To allow the children to learn a musical instrument and to sing in a choir

- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Michael's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

### **Objective 1**

**To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.**

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, through the work of the attendance and welfare officer and our pupil premium lead actively engaging with family to encourage and support good attendance in school.

### **Objective 2**

**To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**

51% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have recently identified a small group of pupils who are not making the progress we would expect, despite specific intervention, and so our strategy for 2023-25 focuses on the needs of this group. The Pupil Premium lead works to ensure high aspiration and high-quality provision for all pupils in receipt of pupil premium.

### **Objective 3**

**Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.**

At St Michael's, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Nurture support is available for pupils at every level. There is a nurture room for children to access throughout the day or when necessary.

Lockdown and a national recession have impacted on many families, which has seen an increase in pupils' emotional and social needs that then impact negatively on

learning. There has been a sharp rise in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced pastoral lead in school. She works with the senior leadership team, Attendance and Welfare Officer, with external professionals and with our pupils and families directly.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Vocabulary and Language Skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	High proportional of Pupil Premium pupils also have additional special educational needs
4	Attendance and Punctuality issues
5	Chaotic family lives and Social Service involvement

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To embed Speech Link across all phases to ensure all pupils have access to high quality, bespoke language intervention.	Pupils make rapid progress from starting points in terms of communication and language.
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. 2022-23 attendance Whole school- 94.9% PP pupils- 93% Non-PP- 95.7%

	Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Pupils make excellent progress from their starting points, outlined in individual targets on SEND support plans.
To ensure the wellbeing needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's wellbeing needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress



## Activity in this academic year

Budgeted cost: 39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language programme- <b>Speech Link</b> (staff cover and training) £18,500</p>	<p>Some pupils have weaker vocabulary and language Skills.</p> <p>Some children on entry to Reception are working below and are unlikely to have the breadth of vocabulary that reflects their experiences.</p> <p>In KS1 and KS2, identified children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>A proportion of children access SALT in Reception, Key Stage One and Key Stage Two.</p>	<p>1, 2, 3</p>
<p>Use of outdoor learning to support key groups of pupils.</p> <p>Ensuring sustainability of Forest School approach by adopting an outdoor learning model so more pupils can access this and staff feel confident to deliver.</p> <p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>Key findings of Forest Research: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a> The evaluation suggests Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p>	<p>1,2</p>

£21,000.	Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	
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## Targeted academic support

Budgeted cost: £ 163,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group maths intervention for disadvantaged pupils falling behind age-related expectations. £11,000</p>	<p>EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a> 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.'</p>	2
<p>Effective deployment of staff. Teaching Assistants to support key children and year groups. Targeted Interventions led by member of SLT in Year 6. Teaching Assistant timetable reevaluated to deliver pastoral groups, OPAL play, outdoor learning, settling child into school in the morning. Adult to child ratio in key</p>	<p>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.'</p>	1,2,3,4,5

<p>year groups R, Y1, Y3, Y6</p> <p>Staffing £120,000</p>	<p>Reception– Class Teacher, HLTA, Sensory Team (SEND TA x 3) overseen by SENDco, termly specialist SALT, termly visits communication and interaction team by the LA.</p> <p>Year 1- Class Teacher, TA x 2</p> <p>Year 2 – Class Teacher, HLTA</p> <p>Year 3 – Class Teacher x 2, TA (0.5)</p> <p>Year 4 – Class Teacher, TA (0.5)</p> <p>Year 5 -Class Teacher, TA</p> <p>Year 6- Class Teacher x 2 and HLTA</p>	
<p>Nurture support systems</p> <p>Mentoring system £1500 (staff training)</p> <p>Educational Psychologist £ 9,000</p> <p>Counsellor- <i>The Road Centre</i> £9000</p> <p>Lunchtime nurture groups (£1,200)</p>	<p>PSHE and Mentor lead teacher has dedicated time to coordinate and oversee pupil well-being throughout school. This is achieved through the analysis of pupil wellbeing questionnaires, parent communication and observing peer interaction. 80% of children who access this support are in receipt of Pupil Premium. In addition, lunchtime well-being groups are established and delivered by a trained member of the teaching team.</p> <p>School Counsellor – 100% Pupil Premium children *3 per week over 6/12-week basis needs dependant</p> <p>Lego therapy – across school – 74% Pupil Premium children</p>	5
<p>EY Resourcing to meet the needs of the cohort.</p> <p>Staffing costs £9,000</p>	<p>Over recent years, over half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage.</p> <p>Foundation stage attainment is therefore consistently well below national.</p>	1,2,3,4

	<p>***These figures reflect the fact that many children join St Michael's with very low levels of development.</p> <p>We undertook a review of EY's to invest in new resources in July 2022 to ensure the needs of the new curriculum could be met. An investment of new books was undertaken to support the EEF research *suggested books for each part of the curriculum to ensure language rich environment.</p>	
<p>Seesaw £2000 (yearly)</p>	<p>During the pandemic, many of the children had to work remotely on Seesaw either during school closures or for personal/family isolation.</p> <p>Seesaw is an effective tool to improve and maintain communication with all parents.</p>	1,2,3,4
<p>Times Table Rockstar £400</p>	<p>Times Table Rockstar impact on PP children</p> <p>Using Times tables Rockstar's at St Michael's has benefitted all children, including PP children. The children can access the APP in school and compete with their classmates in a healthy and friendly atmosphere. Children quickly become confident with the set up therefore it becomes something easy for children to access independently at home. This is a huge benefit to using TT Rockstar's as it doesn't rely on the help of a parent at home who may be less confident. Teachers are also able to set specific challenges and times tables for different children. This allows those PP children to engage with the same enthusiasm as every other child and nobody but themselves and the teacher knows the level they are working at. It</p>	1,2,3

	allows all children to become confident especially our PP.	
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## Wider strategies

Budgeted cost: £ 26,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and Welfare Officer £11,000</p> <p>Attendance Officer £5,000</p>	<p>The Attendance and Welfare Officer on Early Help Plan. 100% of families that access these are in receipt of pupil premium. The Attendance and Welfare Officer uses her time to attend meetings, feed back to school staff and external agencies, in addition to supporting families with housing, health and finance.</p> <p>Attendance figures are currently excellent for Pupil Premium pupils, and we would like to maintain this. A higher percentage of Pupil Premium pupils are late to school than non-Pupil Premium pupils. Pupils are supported to catch up on missed learning in school and this is achieved through the use of 'Catch- Up Club' which is run by TA at breaktime.</p>	4,5
<p>Breakfast Club provides a free breakfast for all children to start their day £8000</p> <p>Resources £1500</p>	<p>Food deprivation is high at St Michael's.</p> <p>PP children are offered free place at breakfast club.</p> <p>Research shows hungry children do not perform as well.</p>	4,5
<p>Music Teaching £600</p>	<p>Every child has the right to learn to play an instrument</p>	

**Total budgeted cost: £ 228,700**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **Intended Outcome 1**

**Progress in Reading, Writing and Maths to be better than expected by the end of each Key Stage.**

All pupils have made progress from their starting points. Attainment at the end of Key Stage Two has dropped slightly from 2022, however the combined reading, writing and maths combined figure at expected and greater depth level remains at the national average.

#### **Intended Outcome 2**

**100% of PP children passing the PSC by the end of KS1 and to achieve above national average expected standard in PSC.**

64% of the Year 1 cohort are in receipt of pupil premium funding. 50% of the cohort passed the phonics screening check (15 pupils out of 28 pupils) and 50% of the pupils in receipt of pupil premium funding passed the screening (9 pupils out of 18 pupils).

#### **Intended Outcome 3**

**Ensure attendance of PP pupils is above school target of 97%.**

**Ensure the children who are PP who also are PA are routinely monitored, supported and challenged to improve attendance.**

National average of attendance is currently at an all-time low of 93.8%. PP attendance in school is 93.5% compared with their peers at 94%.

Pupil Premium attendance has improved since last academic year. This is a result of robust monitoring systems, positive relationships between home and school and dedication from all staff to ensure pupils attend regularly.

#### **Intended Outcome 4**

**Ensure pupils are given the opportunity to learn a musical instrument and/ or be part of the choir.**

A specialist music teacher was employed in September 2022. Every child from Year 1 to Year 6 have had the opportunity to learn to play a musical instrument in their weekly music lessons. Instruments include the keyboard, ukulele and guitar.

A 'School of Rock' club also takes place on a Friday evening. Out of the 25 spaces available for the club, over half of the places were allocated to pupils in receipt of Pupil Premium. Spaces

are also funded for those pupils. Pupils have had the opportunity to perform for the community throughout the year.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Safeguarding SLA	Clennell Services
Parent communication tool	Seesaw
Attainment and progress tracker	FFT