

## St Michael's CE (VA) Junior School Pupil premium strategy statement

‘By God’s love we all flourish together’



This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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 CE (VA) Junior School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Rowen Prigg
Pupil premium lead	Lisa Dines
Governor / Trustee lead	Jane Cregan-Bird

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,940
Recovery premium funding allocation this academic year	£7,685
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	<b>£77,625</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to provide targeted support to pupils funded through PPG to ensure that they reach their potential and that they make the best possible progress, both academically and socially. In addition, the school aims to raise achievement (attainment and progress) of all pupils eligible for Pupil Premium funding so that their performance is at least in line with other non-disadvantaged pupils. We recognise that some of our children are vulnerable; these will not necessarily be eligible for the PPG, but the activities outlined in this statement are also intended to support their needs.

At St Michael's CE (VA) Junior School, we endeavour to provide high standards of education, through First Quality Teaching and having high expectations of every pupil; this is rooted in our whole-school ethos. Whatever their backgrounds, our aim is for our children to flourish and be happy, healthy and empowered adults who contribute to society. Some of our funding is spent on providing higher level learning support assistants (HLTAs) to support and work with targeted groups or individual pupils eligible for PPG. Pupil Premium funding is also used to remove any 'barriers to learning' which may exist; these may include low self-esteem, poor attendance, gaps in learning or a lack of confidence. Much of our funding is used to employ our Pastoral Care Manager, who provides additional and targeted support to address the social and emotional aspects of learning for key pupils to enable them to thrive in whole class situations, have confidence in themselves and raise self-esteem.

Pupil Premium funding is used to ensure all pupils are happy and have positive learning experiences. All pupils funded through PPG should be given opportunities that they may not always have access to, through experiencing trips and participating in some of our extra-curricular provision such as our wide variety of clubs or music lessons. These experiences enhance pupils' development and can make a positive difference to their academic journey.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support using the Recovery Premium to close the attainment gap for pupils whose education has been worst affected, including non-disadvantaged pupils.

The rationale for our pupil premium spending is based on the Education Endowment Foundation (EEF) Guide to the Pupil Premium and associated research; school leaders and governors have also received extensive training through the 'Addressing Educational Disadvantage in Schools and Colleges – The Essex Way' webinars and associated resources.

We 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. In line with the Education Endowment Foundation research, 'School Improvement Planning' document, we have adopted a tiered approach to Pupil Premium spending.

#### **Tier 1 – Quality First Teaching**

Ensuring an effective teacher is in front of every class, and that every teacher has access to high-quality continuing professional development is vital. Our teaching staff are skilled in formative assessment, which ensures they can provide responsive

teaching.

### **Tier 2 – Targeted intervention**

Evidence shows that targeted academic support has a positive impact on attainment – early intervention is critical. We recognise that early intervention is important; we provide a range of evidence-based, high-quality interventions and our teachers and support staff are trained to deliver these. The effectiveness of interventions is monitored by the SENCO, the Pupil Premium Lead and SLT regularly through pupil progress meetings and half-termly updates.

### **Tier 3 – Wider Strategies**

We recognise that some children who are in receipt of the Pupil Premium Grant may have non-academic barriers that may prevent them from attaining as highly as they should. Socially disadvantaged children may also have limited life experiences, compared to children who do not come from disadvantaged backgrounds.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	There is evidence that children’s vocabulary and language acquisition is not as well-developed as we would expect; this hinders their ability to access the curriculum and related teaching. This has been observed in all year groups and evidenced through assessments. Vocabulary gaps, particularly in disadvantaged pupils, sometimes prevent them from accessing learning.
2	Gaps in learning prevent pupils from achieving age-related expectations, particularly those eligible for pupil premium funding. This has been exacerbated by the school closures due to the Coronavirus pandemic, as supported by national studies. Basic maths skills, early reading skills, stamina for writing and fine motor skills have been noticed as areas for development.
3	Many children and their families need social and emotional support. Difficulties faced includes: housing, finance, family literacy, health issues, parental anxiety, safeguarding concerns and poor mental health. The need for pastoral care support increased during lockdown and has continued since the children’s return to school.
4	Attendance data indicates that the attendance and punctuality of disadvantaged pupils is lower than that of non-disadvantaged pupils.
5	In some cases, our disadvantaged pupils do not receive educational support at home. Education is not valued by some parents and, as a result, they do not support their child’s learning. In these instances,

	parents don't attend consultation evenings, school attendance meetings, parent workshops and don't encourage their children to complete homework or remote learning. This has a negative impact on the child's learning behaviours and their progress and attainment.
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### 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
Children's vocabulary is improved, and they demonstrate better oral language skills.	Assessments and observations indicate improved vocabulary and language skills.
Gaps in learning are identified and are addressed through quality first teaching, intervention and tuition and booster groups. Attainment in maths and reading is improved among disadvantaged pupils.	Progress of disadvantaged pupils is accelerated so that attainment in end of Key Stage 2 assessments in reading and maths (2024/2025) is comparable with non-disadvantaged pupils. Pupil progress meeting discussions will show accelerated progress. Internal data will show good progress in all other year groups. Analysis of interventions will show that they have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Pastoral Care Manager will work together with children and their families to support	Pastoral Care Manager records will show that a wide range of support has been accessed which is specific to both the children's and the parent's needs.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Attendance records show that the attendance of our disadvantaged pupils is in line with the attendance data for non-disadvantaged pupils (96+%). Absences will be regularly monitored by the Pastoral Care Manager and Head Teacher and a robust system of response to absence will continue to be maintained.
The learning of disadvantaged pupils is not negatively affected by lack of support at home	Parents are active participants in their child's learning journey. Support and communication between school and home is strong and positive. Children will complete homework tasks and, where appropriate, remote learning. All disadvantaged children will have access to devices to ensure they can access learning. Lunchtime learning sessions will be used to support disadvantaged children to complete homework tasks. Staff will contact 'hard to reach' parents through phone calls home, if parents don't attend parents' evenings.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pupils' language capabilities	<p>Improving Literacy in Key Stage 2 – Recommendation 1 (Educational Endowment Foundation)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> )</p> <p>The Pupil Premium - How schools are spending the funding successfully to maximise achievement (Ofsted)  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p> <p>Promote high quality dialogue in the classroom to enable pupils to develop their thinking and use of language.            English subject leader to deliver training to staff.            Extend pupils' vocabulary by explicitly teaching new words, providing exposure to new vocabulary and give children the opportunity to use new language in context.</p> <p>In school evidence:            Speech and Language Link and YARC assessments            Teacher feedback</p>	1, 2
Target teaching and support by accurately assessing pupils' needs	<p>Improving Literacy in Key Stage 2– Recommendation 6 (Educational Endowment Foundation)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Use high quality feedback and assessment so that pupil needs are identified, and teaching adjusted accordingly</p> <p>Teaching and Learning Toolkit – Feedback (Educational Endowment Foundation)  <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p>	1, 2

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Evidence suggests that providing high-quality feedback has a high impact on learning outcomes.</p>	
Continued PD for all staff in specific areas to support children's mental health and wellbeing, e.g. Zones of regulation. Growth mindset	<p>Teaching and Learning Toolkit – Social and Emotional Learning (Education Endowment Foundation)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	2, 3
Staff CPD on the use of Numicon within the classroom, alongside quality first teaching	<p>Mathematics Guidance: Key Stages 1 &amp; 2 (Department for Education)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>Improving Mathematics in Key Stages 2 &amp; 3 – Recommendation 2 (Use manipulatives and representations) (Education Endowment Foundation)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>This will help to meet the learning needs of all three types of learners.</p> <p>In school evidence: Teacher feedback November 2021 data drop Maths subject leader monitoring November 2021 pupil progress meetings</p>	2
HLTA funding for small group interventions and nurture groups	<p>Teaching and Learning Toolkit – Small Group Tuition (Education Endowment Foundation)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits</p>	1,2,5

	from small group tuition. HLTAs and LSAs provide support at Breakfast Club and Lunchtime Learning sessions. HLTAs work alongside disadvantaged and vulnerable children within the classroom and take small group interventions and booster groups to support learning.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use high quality structured interventions to help pupils who are struggling with their literacy	<p>Improving Literacy in Key Stage 2– Recommendation 7 (Educational Endowment Foundation)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Evidence suggests: ‘There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.’</p> <p>Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction.</p> <p>In school evidence:            Year 2 phonics check (data received from Galleywood Infant School)            Teacher Assessment            November 2021 data drop            November 2021 pupil progress meetings</p>	1, 2
To invest in a whole-school Numicon approach to mathematics	<p>Improving Mathematics in Key Stages 2 &amp; 3 – Recommendation 2 (Use manipulatives and representations) (Education Endowment Foundation)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>In school evidence:            Teacher feedback            November 2021 data drop            Maths subject leader monitoring            November 2021 pupil progress meetings</p>	2

<p>To invest in Numicon interventions and provide high-quality staff training</p>	<p>Improving Mathematics in Key Stages 2 &amp; 3 – Recommendation 7 (Use structured interventions to provide additional support) (Education Endowment Foundation)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>In school evidence:  SENCo  Teacher feedback  November 2021 data drop  Maths subject leader monitoring  November 2021 pupil progress meetings</p>	<p>2</p>
<p>Teachers to provide one-to-one after school tuition to targeted pupils in mathematics</p>	<p>Teaching and Learning Toolkit – Small Group Tuition (Education Endowment Foundation)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence suggests that the impact of small group tuition is four additional months progress. Small group tuition is effective; the smaller the group, the better. We are providing 1:3 group tuition.</p> <p>In school evidence:  Teacher Assessment  November 2021 data drop  FFT targets  November 2021 pupil progress meetings</p>	<p>1,2,5</p>

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

Budgeted cost: £41,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Care Manager: To improve the attendance of our disadvantaged pupils</p>	<p>The Pupil Premium - How schools are spending the funding successfully to maximise achievement (Ofsted)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p> <p>Deployment of Pastoral care manager, administrative</p>	<p>4</p>



	staff and Head Teacher to support families to improve attendance and eradicate persistent absenteeism	
Pastoral Care Manager: To provide social and emotional support for our disadvantaged and vulnerable children and their families	<p>The Pupil Premium - How schools are spending the funding successfully to maximise achievement (Ofsted)  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p> <p>Our Pastoral Care Manager supports disadvantaged and vulnerable children and their families, leads small group interventions (e.g. Zones of Regulation), arranges attendance and staffing at breakfast club, organises extended schools provision, liaises with outside agencies, makes regular referrals to mental health services, runs 11+ club to support higher attaining pupils and is a designated safeguard lead.</p>	3,4,5
To provide a Breakfast Club for disadvantaged pupils	<p>Evaluation of breakfast clubs in schools with high levels of deprivation (Department for Education)  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p> <p>Evidence suggests that Breakfast Clubs provide disadvantaged children with: a healthy breakfast and structured morning routine (which both impact positively on concentration within the classroom) and have provide children with positive social benefits.</p>	3,5
To improve parental engagement with their child's learning by holding open mornings/ afternoons, parent workshops, parent voice, etc.	<p>Teaching and Learning Toolkit – Parental Engagement (Educational Endowment Foundation)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Evidence suggests that parental engagement has a positive impact on average of 4 months' additional progress on learning.</p>	2,3,5

**Total budgeted cost: £77,625**

## 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 2021 to 2022 academic year.

#### Year 6 End of Key Stage 2 SATs (2022)

	<b>Working towards age-related expectations</b>	<b>Working at/above age-related expectations</b>	<b>Working above age-related expectations</b>
<b>Reading</b>	23%	77%	31%
<b>Writing</b>	31%	69%	31%
<b>Maths</b>	23%	77%	31%

#### Years 3, 4 & 5 Attainment – Teacher Assessment (Summer 2022)

	<b>Working towards age-related expectations</b>	<b>Working at/above age-related expectations</b>	<b>Working above age-related expectations</b>
<b>Reading</b>	32%	65%	14%
<b>Writing</b>	62%	34%	
<b>Maths</b>	35%	63%	6%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	