

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 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	229
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£76,175
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	£76,175

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 and cultural capital. 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 documents 'Using your pupil premium funding effectively' and 'School Improvement Planning', 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 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.

Challenge number	Detail of challenge
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 include: housing, finance, family literacy, health issues, parental anxiety, safeguarding concerns and poor mental health. We are mindful that the current cost of living crisis may also impact on our disadvantage pupils (and their families) and we will monitor this.
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.

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.

<p>Gaps in learning are identified and are addressed through quality first teaching, intervention and booster groups. Attainment in maths and reading is improved among disadvantaged pupils.</p>	<p>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.</p> <p>Pupil progress meeting discussions will show accelerated progress.</p> <p>Internal data will show good progress in all other year groups.</p> <p>Qualitative and quantitative 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.</p>
<p>Pastoral Care Manager will work together with children and their families to support</p>	<p>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.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Attendance records show that improved attendance of our disadvantaged pupils. 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.</p>
<p>The learning of disadvantaged pupils is not negatively affected by lack of support at home</p>	<p>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.</p>

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: £13,410

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) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>The Pupil Premium - How schools are spending the funding successfully to maximise achievement (Ofsted) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</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. English subject leader and another teacher to deliver a reading fluency intervention – Essex Year of Reading Extend pupils' vocabulary by explicitly teaching new words, providing exposure to new vocabulary and give children the opportunity to use new language in context. Use Mrs Wordsmith 'Word a day' resource to expose children to rich vocabulary in addition to the plagues for reading resources</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) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Use high quality feedback and assessment so that pupil needs are identified, and teaching adjusted accordingly</p>	1, 2

	<p>Teaching and Learning Toolkit – Feedback (Educational Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Evidence suggests that providing high-quality feedback has a high impact on learning outcomes. New tracking and assessment system (Insight) will allow us to identify small step progress.</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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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> <p>In school evidence: Teachers’ record keeping Pupil Progress meetings</p>	2, 3

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

Budgeted cost: £13,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA funding for small group learning interventions	<p>Teaching and Learning Toolkit – Small Group Tuition (Education Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. HLTAs work alongside disadvantaged and vulnerable children within the classroom and take small group interventions and booster groups to support better outcomes.</p>	1,2,5

<p>Use high quality structured interventions to help pupils who are struggling with their reading</p>	<p>Improving Literacy in Key Stage 2– Recommendation 7 (Educational Endowment Foundation)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</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) Year 3 baseline teacher assessment Teacher Assessment End of year data analysis Termly pupil progress meetings</p>	<p>1, 2</p>
---	---	-------------

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

Budgeted cost: £49,354

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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> <p>Deployment of Pastoral care manager, administrative staff and Head Teacher to support families to improve attendance and eradicate persistent absenteeism. We hold termly attendance meetings with a representative from the attendance team.</p>	<p>4</p>
<p>Pastoral Care Manager: To provide social and emotional</p>	<p>The Pupil Premium - How schools are spending the funding successfully to maximise achievement (Ofsted)</p> <p>https://assets.publishing.service.gov.uk/government/</p>	<p>3,4,5</p>

<p>support for our disadvantaged and vulnerable children and their families</p>	<p>uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf</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>	
<p>To provide a Breakfast Club for disadvantaged pupils</p>	<p>Evaluation of breakfast clubs in schools with high levels of deprivation (Department for Education) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation of Breakfast Clubs - Final Report.pdf</p> <p>HLTAs and LSAs provide support at Breakfast Club and Lunchtime Learning sessions. 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 also provide children with positive social benefits.</p>	<p>3,5</p>
<p>To improve parental engagement with their child's learning by holding open mornings/ afternoons, parent workshops, parent voice, etc.</p>	<p>Teaching and Learning Toolkit – Parental Engagement (Educational Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Evidence suggests that parental engagement has a positive impact on average of 4 months' additional progress on learning.</p>	<p>2,3,5</p>

Total budgeted cost: £76,175

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please refer to our Pupil Premium Strategy Statement 2021/2022