

St Michael's C of E Primary School Pupil Premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
St Michael's C of E Enfield	
Number of pupils in the school	443
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	Jan 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Jade-Simone Bacon
Pupil premium lead	Deborah Goddard
Governor / Trustee lead	Zoe Boyd Clack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,020
Recovery premium funding allocation this academic year	£5002
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£118,022

Part A: Pupil premium strategy plan - Statement of intent

At St Michael's C of E Primary School, we are committed to ensuring that all pupils—especially those eligible for Pupil Premium—receive the support they need to thrive academically, socially, and emotionally. Our whole-school approach ensures that no child falls through the gap, recognising that at any point, pupils may require additional intervention.

Quality First Teaching is at the heart of our approach, ensuring all teaching is consistently good or better. Adaptive teaching strategies are embedded to meet the diverse needs of all pupils, allowing both disadvantaged and non-disadvantaged learners to make sustained progress.

Objectives for Pupils in Receipt of Pupil Premium:

Achieving High Outcomes: Ensuring that attainment is at least in line with peers across the curriculum through high-quality teaching and targeted support.

Targeted Intervention & Support: Addressing learning gaps through structured interventions, including one-to-one and small group teaching. A particular focus is placed on a small group of pupils identified as not making expected progress despite previous interventions.

Support for SEND Pupils: With 17% of our Pupil Premium pupils having identified special educational needs, we implement specific, evidence-based strategies to close learning gaps and ensure excellent progress for all.

Well-Being & Readiness to Learn: Recognising that children learn best when their personal, social, emotional, and developmental needs are met, we provide targeted well-being support to remove barriers to learning.

Effective Deployment of Teaching Assistants: Ensuring teaching assistants are well-trained and strategically deployed to maximise impact on learning.

Enrichment & Inclusion: Supporting access to extracurricular activities, trips, and clubs to ensure all pupils benefit from a broad and enriching school experience.

Our Pupil Premium Strategy plays a key role in maintaining high aspirations and ensuring high-quality provision for all Pupil Premium pupils. Through a consistent focus on quality teaching, targeted support, and holistic well-being, we are dedicated to closing the attainment gap and enabling every child to reach their full potential.

Challenges facing PP children at St Michael's

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

Challenge number	Detail of challenge
1	<p>Maths The attainment gap between pp and non pp children is 31%* Pupil voice shows that children's confidence has increased with more children stating they enjoy their maths lessons. Assessment data points to problem solving skills as the biggest area of weakness. The end of 2023/24 data shows that compared to the non-PP, a lower percentage of PP pupils are making expected progress but a significantly higher percentage are making accelerated progress.</p>
2	<p>English Reading attainment gap is 31%* - Writing attainment gap is 31%* Due to barriers in language and literacy skills and understanding of subject specific vocabulary, PP pupils do not reach the expected standard at the end of the academic year. PP children often enter school with very low levels of language and limited vocabulary acquisition which affects future academic performance. All children have access to high quality diverse texts both in the library and in lessons. Reading data mirrors the maths with non-PP making more progress than PP, but a higher proportion making accelerated progress.</p>
3	<p>SEND 17% of the pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children require SALT intervention.</p>
4	<p>Enrichment Activities and Culture Capital Pupils do not always have access to a broad range of experiences beyond the school day.</p>

*Whole school baseline data 2023/24

Intended outcomes

St Michael's CE Primary School demonstrates a strong commitment to ensuring all Pupils, especially those eligible for Pupil Premium, achieve their full potential. The focus on high-quality teaching, targeted support, and addressing well-being needs is commendable. Given the identified barrier of ensuring Pupil Premium Pupils achieve outcomes in line with their peers, and addressing the needs of a small group not making expected progress despite interventions, the following strategies are suggested, aligned with the school's vision, values, and improvement priorities.

Intended outcome	Success criteria
<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> The attainment gap in Maths between disadvantaged pupils and their peers is closed. Pupils confidently apply the Concrete, Pictorial, Abstract (CPA) approach to problem-solving. Pupils develop self-confidence in Maths and can independently select appropriate strategies and tools. Lessons consistently uphold high expectations for all children. 	<ul style="list-style-type: none"> Assessment data shows that disadvantaged pupils make at least expected progress in Maths, with gaps closing between them and their peers. Lesson observations and learning walks demonstrate the consistent and effective use of CPA strategies. Pupil voice feedback indicates increased confidence in Maths and the ability to articulate problem-solving strategies. Teachers' planning and delivery show clear evidence of high expectations and adaptive teaching strategies.

<ul style="list-style-type: none"> Teachers implement effective adaptive teaching strategies to support all learners. The CPA approach is fully embedded in teaching and learning. Teachers use metacognitive strategies to reduce cognitive load and support deeper understanding. 	<ul style="list-style-type: none"> Work scrutiny reflects the use of CPA approaches and metacognitive strategies to support learning. Intervention impact tracking demonstrates accelerated progress for pupils receiving additional support.
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> All children learn to read so they can read to learn. All children can read by the end of Year 1. <p>Phonics</p> <ul style="list-style-type: none"> Implement a structured approach to phonics teaching to support early reading. Provide targeted support to improve phonics acquisition and fluency. Embed a whole-school phonics initiative to ensure consistency in teaching. Ensure new starters receive phonics assessments and support as needed. <p>Reading for Pleasure</p> <ul style="list-style-type: none"> Foster a love for reading by updating the school library to reflect diversity and inclusivity. Encourage frequent borrowing of books to enhance independent reading habits. Ensure all children have access to engaging and age-appropriate literature. 	<p>Phonics</p> <ul style="list-style-type: none"> Increase the proportion of children passing the phonics screening test. Improve reading fluency, leading to greater comprehension skills. Ensure children meet end-of-year age-related expectations. Achieve target outcomes for disadvantaged (PP) children: <ul style="list-style-type: none"> Phonics: 80% pass rate KS1 Reading: 80% KS2 Reading: 85% <p>Reading for Pleasure</p> <ul style="list-style-type: none"> Maintain a fully operational library where all children choose new books weekly via a structured rota system. Ensure books reflect the school demographic and values. Guarantee that all PP children participate in weekly book selection, monitored by class teachers and the PP lead. <p>Phonics Strategy Implementation</p> <ul style="list-style-type: none"> Continue embedding 'Little Wandle' – the Revised Letters and Sounds phonics initiative across the school. Provide ongoing phonics training for all staff. Implement the Rapid Catch-Up programme for children needing additional phonics support. Ensure all children have a reading book aligned with their phonetic knowledge. Organize parent workshops across all year groups to support phonics learning at home.
<p style="text-align: center;"><u>SEND</u></p> <ul style="list-style-type: none"> Ensure all children, including PP students, develop improved emotional literacy to meet their academic and pastoral targets. Support SEN children in making progress in emotional literacy, as documented in SEN Support Plans. Implement school-wide trauma-informed practices to enhance emotional and academic development. 	<ul style="list-style-type: none"> Provide ongoing staff training on trauma-informed practices. Introduce Rosenshine's Principles for Behaviour for Learning to improve classroom management and student engagement. Utilise WalkThrus strategies to refine teaching approaches for SEND students. Utilise qualitative data from teachers and the SEN team to assess progress in

<ul style="list-style-type: none"> • Ensure consistent high-quality first teaching that benefits all learners through clear whole-school approaches and expectations. • Continue the use of ELKAN practices for all staff to support communication development. • Introduce WalkThrus strategies to improve teaching and learning approaches for SEND students. 	<p>emotional literacy and overall student well-being.</p>
<p>Wider Curriculum and Cultural Capital</p> <ul style="list-style-type: none"> • Enrich cultural experiences for PP children to: <ul style="list-style-type: none"> ✓ Broaden their horizons and ambitions. ✓ Develop curiosity about the world around them. ✓ Affirm their entitlement to achieve and aspire alongside their peers. ✓ Expand vocabulary as a tool to access life opportunities. • Ensure a whole-school approach to ‘11 by 11’— a pledge that all children will experience eleven key activities during their primary education. • Increase the percentage of PP children accessing cultural and enrichment experiences. • Provide opportunities for external overnight residential trips and financial support for participation. • Ensure children experience sightseeing trips and theatre experiences. • Strengthen relationships with aspirational secondary schools such as Christ’s Hospital and Latymer. 	<ul style="list-style-type: none"> • Increase the percentage of PP children participating in enrichment activities, including after-school clubs. • Ensure full implementation of the ‘11 by 11’ initiative, tracking student participation. • Facilitate financial support to enable PP children to attend cultural and residential experiences. • Organize sightseeing trips and theatre visits to enhance cultural exposure. • Develop and maintain strong connections with aspirational secondary schools to support student transition and ambition.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above and maintaining a focus on our school's Christian Vision and Values.

Tier 1 – High quality teaching

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Feedback	Implement strategies for providing effective feedback to all Pupils, focusing on specific, actionable steps for improvement. The Education Endowment Foundation (EEF) highlights that effective feedback can lead to significant learning gains. Education Endowment Foundation: Feedback	1,2,3
Metacognition and Self-Regulation	Embed metacognitive strategies across the curriculum to help Pupils understand and regulate their own learning. The EEF's Teaching and Learning Toolkit indicates that metacognition can significantly boost learning outcomes. Education Endowment Foundation: Metacognition and Self-regulation	1,2,3
Adaptive Teaching	EEF Adaptive Teaching for disadvantaged learners. This is the first step in identifying barriers and developing strategies to support all pupil, including those with SEND. Adaptive teaching strategies sit firmly at the heart of this: adapting planning prior to the lesson and adjusting practice during the lesson. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching Ensure that teachers are skilled in Walk Thru Approaches to meet the diverse needs within the classroom, including those of Pupil Premium Pupils and those with SEND. This aligns with the school's value of "Love - show merciful love" by ensuring individual needs are met.	1,2,3,4
Professional Development	Provide ongoing professional development for teachers on evidence-based teaching strategies, particularly those that benefit disadvantaged Pupils. This supports the school's vision of being integrity – lifelong learners - all learners.	1,2,3
	The National College Online learning tool for CTs, TAs, Governors and Admin The market leader in supporting leaders to access up-to-date and high-quality training for all staff 'Bett 2024 - Leadership and Management Solution'	
Explicit Vocabulary Instruction	Given the school's focus on improving English outcomes, implement explicit vocabulary instruction across all subjects to enhance Pupils' understanding and use of Tier 2 vocabulary and language. This can be supported through resources like word walls and widgets and high quality interaction cards in EYFS, aligning with current school improvement priorities.	2,3

English as an Additional Language Lead	The Department for Education, the Teachers' Standards and Ofsted expect that all learners, including those with English as an Additional Language, are provided with instruction that allows them to develop knowledge and skills across the curriculum. Bell Foundation https://www.bellfoundation.org.uk/eal-programme	2,4
Little Wandle Letters and Sounds	EEF Teaching and Learning – Phonics ‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.’	2
Little Wandle ‘Keep Up’ sessions	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read to them (Phonics, EEF toolkit)	2
Half termly monitoring/deep dive of PP with each class teacher	Effective monitoring is crucial for evaluating the success of educational approaches and ensuring they are implemented with high quality. The Education Endowment Foundation (EEF) emphasizes that monitoring helps determine whether an approach is effective or requires adjustments to enhance processes and outcomes. EEF To support effective monitoring, the EEF recommends: <ul style="list-style-type: none"> • Defining Clear Outcomes: Identify the specific goals you aim to achieve with the approach. • Developing Appropriate Measures: Establish metrics that accurately reflect progress toward these outcomes. • Implementing Efficient Data Collection: Ensure data collection methods are practical and integrated seamlessly into school routines to minimize additional workload. 	1,2,3,4

Tier 2 - Targeted academic support

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition	Offer targeted small group tuition for Pupil Premium Pupils who are not making expected progress, focusing on addressing specific learning gaps. The EEF emphasises that small group tuition can be a highly effective intervention. Education Endowment Foundation: Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
One-to-One Tutoring	Provide one-to-one tutoring for Pupils with the most significant learning gaps, using trained tutors or experienced teachers. The EEF highlights one-to-one tuition as a high-impact, though resource-intensive, intervention. Education Endowment Foundation: One to One Tuition	1,2,3
Targeted Interventions	Implement evidence-based interventions focused on literacy and numeracy, such as phonics interventions for struggling readers or numeracy interventions for pupils who are behind in maths.	1,2,3
Early Intervention	Strengthen early intervention practices in EYFS, as outlined in the school's improvement priorities, to address developmental needs early and prevent learning gaps from widening.	1,2

Tier 3 - Wider strategies

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being Support:	Provide access to well-being support services, such as counselling or mentoring, to address any social, emotional, or mental health needs that may be impacting Pupils' learning. This aligns with the school's objective to ensure Pupils' well-being needs are met.	4
Parental Engagement	Increase parental engagement through workshops, home visits, or regular communication to support Pupils' learning at home. The EEF highlights the importance of parental involvement in improving Pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4

Breakfast Club	Offer a breakfast club to ensure that Pupils start the day with a nutritious meal, improving their concentration and readiness to learn.	1,2,3,4
Extracurricular Activities	Provide access to a range of extracurricular activities, such as sports, arts, or music, to broaden Pupils' experiences, develop their talents, and promote their social and emotional well-being. This aligns with the school's vision of nurturing the unique gifts of each child.	1,2,3,4
Community Partnerships	Develop partnerships with local community organisations to provide additional support and resources for Pupil Premium Pupils and their families. This could include access to healthcare, social services, or enrichment activities	
Parent Support Advisor monitors attendance of PP children, liaising with one another to ensure that every time a child is absent contact is made with the family	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
A combination of SEN/EAL/PP targeted children attend before school activity sessions to improve fine and gross motor skills, social interaction, and wellbeing	IELS provides an opportunity to explore children's fine and gross motor development and their relationship with other learning outcomes. The analysis in this report has two aims: 1. To identify which factors are related to good levels of fine and gross motor skill development (protective factors) and which factors put children at risk of lower fine and gross motor development. https://assets.publishing.service.gov.uk/government/upl oad	3
Trauma-informed training for all teachers – SWERRL Team Member of staff trained to deliver Art Therapy 'Drawing for Talking' weekly classes to targeted SEN/EAL/PP children.		3
Family Support: <u>Curriculum</u> – Learning Cafes SEMH – MyYoungMind / Thinking into Results <u>General Engagement</u> – various coffee mornings <u>SEN</u> – ½ termly coffee mornings with SENCO and SEN services	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF Teaching and Learning Toolkit – parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement	

Total budgeted cost: £101,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of 2023/24 data

Whilst our pupil premium pupils make expected progress and in fact, accelerated progress – their starting points are much lower and closing the gap has remained our goal.

Whole School v PP Progress		Whole School	PP
Maths	Expected +	85%	79%
	Exceeding	28%	36%
Reading	Expected +	85%	72%
	Exceeding	27%	43%
Writing	Expected +	83%	79%
	Exceeding	20%	32%

Whole School v PP Phonics	Whole School 2024	PP
Expected (Year 1)	83%	69%
Expected (Year 2)	95%	100%

KS2 SATS	2024 Expected	PP (12 children)
Maths	83%	58%
Reading	87%	75%
Writing	83%	75%
GPS	83%	83%
Combined (RWM)	78%	58%

Externally provided programmes

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

Programme5	Provider
Thinking into Results (Course Yr 5)	Success Club
Anxiety Workshop (6 week course Yr 6)	My Young Minds
Project Touchline	
Dance Festival	North London Dance Company