

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

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
<b>St Michael's C of E Enfield</b>	
Number of pupils in the school	430
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	Jan 2024
Date on which it will be reviewed	Jan 2025
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	£97,840
Recovery premium funding allocation this academic year	£5,002
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in the academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in the academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£4,785
<b>Total budget for this academic year</b> <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>	£107,627

## Part A: Pupil premium strategy plan

### Statement of intent

*At St Michael's C of E Primary School, all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.*

***This year our overarching goal is that we develop a whole school approach to tackling the gap between our disadvantaged children and their peers to ensure no child falls through the gap.***

*The objectives for our pupils who are in receipt of pupil premium are:*

***To continue to ensure their outcomes are at least in line with those of peers in school across the curriculum.***

*Almost 25% of our pupils in receipt of pupil premium have identified special educational needs. We use specific targeted intervention, where necessary to close the learning gaps between pupil premium and their peers. 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 accessed this using our current staff in school but also accessing the National Tutoring Programme. 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 2022-2025 focuses on the needs of this group. Our Pupil Premium Lead works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium.*

***Ensure their well-being needs 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.*

## 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	<b><u>Maths</u></b> <b>The attainment gap between pp and non pp children is 30%*</b> Pupil voice shows that children have little confidence. Assessment data points to problem solving skills as the biggest area of weakness.
2	<b><u>English</u></b> <b>Reading attainment gap is 31%* - Writing attainment gap is 35%*</b> 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. This is a school wide focus, as referenced in the School Action Plan. 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 – in the library, in lessons
3	<b><u>SEND</u></b> 23% of the pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children require SALT intervention.
4	<b><u>Enrichment Activities and Culture Capital</u></b> Pupils do not always have access to a broad range of experiences beyond the school day.

\*Whole school baseline data 2023/24

## 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
<b><u>Maths</u></b> We close the gap in Maths Children are able to use the CPA approach Children feel confident in maths Children know which tools to use to solve mathematical problems	The streaming system is removed to: Help raise children's self esteem Ensure all lessons demonstrate high expectations for ALL children Teachers implement effective adaptive teaching strategies The CPA approach is embedded
<b><u>Reading</u></b> All children learn to read so they can read to learn.	<b><u>Reading</u></b> <b><u>For Pleasure</u></b>

<p>All children can read by the end of Yr 1</p> <p><u>Phonics</u></p> <p>Greater proportion of children passing the phonics test.</p> <p>Children will gain more fluency in their reading and therefore gain greater comprehension skills.</p> <p>Children meet end of year age related expectations</p> <p>End of year targets for pp children: Phonics – 80% KS1 – Reading – 80% KS2 – Reading – 85%</p>	<p>Library updated and reflects the school community</p> <p>All pp children engage in the choosing new library books weekly</p> <p><u>Phonics</u></p> <p>Introduction of ‘Little Wandle’ – Revised Letters and Sounds whole school initiative for phonetic awareness.</p> <p>Extensive phonics training for all staff</p> <p>Rapid Catch Up programme implemented for all children who have not got acquisition of phonics</p> <p>Phonics assessment is carried out and gaps filled for all new starters</p> <p>All children have a reading book linked to their phonetical knowledge</p> <p>Parent workshops for all year groups</p>
<p><u>SEND</u></p> <p>All children, including PP will benefit from improved emotional literacy allowing them to meet their academic and pastoral targets.</p> <p>SEN children make progress in their emotional literacy (see SEN Support Plans)</p> <p>Qualitative data from teachers/SEN Team.</p>	<p>SEN -Focus on school wide trauma informed practices</p> <p>ELKAN training for all staff</p> <p>Clear whole School approaches and expectations to teaching and learning and the environment that benefit all learners</p>
<p><u>The Wider Curriculum and Cultural Capital</u></p> <p>To enrich cultural experiences for PP children in order to</p> <ul style="list-style-type: none"> <li>● Broaden their horizons and ambitions for themselves</li> <li>● Further develop children’s curiosity about the world around them</li> <li>● Affirm their entitlement to believe that they can achieve and aspire in line with their peers</li> <li>● Widen vocabulary as a tool to be used to grasp life chances and opportunities.</li> </ul> <p>Increase percentage of PP children accessing experiences</p>	<p>Embed whole school approach ‘11 by 11’- a pledge that all children will experience eleven activities during their primary school education.</p> <p>Opportunities for external overnight residentials and financial support to participate</p> <p>Children experience sightseeing trips and theatre experiences.</p> <p>At present, 30% of Pupil Premium children take part in after school enrichment activities.</p> <p>Develop relationships with aspirational secondary settings – Christ’s Hospital, Latymer</p>

## 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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trauma Informed Practice Training</i>	EEF Improving Social and Emotional Learning in Primary Schools	1,3
<i>Zones Of Regulation Training</i>	EEF Improving Social and Emotional Learning in Primary Schools	1,3
<i>Purchase of mathematical resources</i>	Ensure that manipulatives are readily available in all classes to aid the delivery of the CPA approach	1
<i>English as an Additional Language Lead</i>	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 <a href="https://www.bell-foundation.org.uk/eal-programme">https://www.bell-foundation.org.uk/eal-programme</a>	2
<i>Little Wandle Letters and Sounds</i>	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
<i>Little Wandle 'Keep Up' sessions</i>	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer	2

	words spoken and books read to them (Phonics, EEF toolkit)	
<i>Sourcing high quality non-fiction reading materials for delivery of Humanities and Science HEP booklets and non-fiction library books</i>	EEF – Improving Literacy in KS1 – guidance Report  DFE – The Reading Framework – July 2023	2
<i>Sourcing high quality, diverse reading books for the library</i>	DFE - Research evidence on reading for pleasure - Education standards research team - May 2012	2
<i>The National College Online learning tool for CTs, TAs, Governors and Admin</i>	The market leader in supporting leaders to access up-to-date and high-quality training for all staff 'Bett 2024 - Leadership and Management Solution'	1,2,3,4
<i>Elkan Whole School Speech and Language approach to ensure no child falls through the gap</i>	Communication drives learning and attainment  Strong language skills and communication skills are linked to better outcomes for children and young people in school and beyond. (The Communication Trust)	3
<i>Focus on the creative arts - CPD for staff from Royal Opera House</i>	An arts-rich education contributes to the development of all aspects of a child's powers and personality; a school that is rich in the arts enhances the life chances of a child. (Cultural Learning Alliance)	4
<i>Half termly monitoring/ deep dive of pp with each class teacher</i>	EEF Effective Professional Development	Development of our whole school approach

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted Before and After School Tuition in Maths and English for years 3-6.</b> In-house lateral programme which will not allocate groups according to age or year group, but instead will group children according to the data provided by the teachers via Scholar Pack.</p> <p>The majority of PP children, those working at lower than expected for their age group, will attend twice-weekly sessions out of school hours.</p>	<p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>EEF Teaching and Learning Toolkit – small group tuition <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>	2

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support Advisor monitors attendance of pp children Every time a child is absent contact is made with the family</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	1
<p>A combination of SEN/EAL/PP targeted children attend a before school activity sessions to improve fine and gross motor skills, social interaction, and wellbeing</p>	<p>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. <a href="https://assets.publishing.service.gov.uk/government/uploads">https://assets.publishing.service.gov.uk/government/uploads</a></p>	3

<p>Trauma-informed training for all teachers – SWERRL Team</p> <p>Member of staff trained to deliver Art Therapy ‘Drawing for Talking’ weekly classes to targeted SEN/EAL/PP children.</p>		3
<p><b>Family Support Workshops targeting:</b></p> <p><u>Curriculum</u> – Learning Cafes</p> <p><u>SEMH</u> – MyYoungMind</p> <p><u>General Engagement</u> – various coffee mornings</p> <p><u>SEN</u> – ½ termly coffee mornings with SENCO and SEN services</p>	<p>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.</p> <p>EEF Teaching and Learning Toolkit – parental engagement</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	

**Total budgeted cost: £ 96,000**

**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils**

<b><u>End of 2022/23 data</u></b>			
<p>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.</p>			
<b><u>PP progress</u></b>		Whole School	PP
Maths	Exceeding	18%	21%
	Expected	68%	55%
Reading	Exceeding	24%	36%
	Expected	63%	49%



Writing	Exceeding	15%	28%
	Expected	68%	47%

<b><u>Phonics</u></b>	2023	PP
Expected	71%	30%

<b><u>KS1 SATS</u></b>	2023	PP
Reading	63%	50%
Writing	63%	50%
Maths	65%	42%
Combined (R,W,M)	56%	42%

<b><u>KS2 SATS</u></b>	2023	PP 2023
Maths	89%	60%
Reading	87%	70%
Writing	91%	80%
Grammar, Punctuation & Spelling	89%	80%
Combined (R,W,M)	85%	60%

## 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.

Programme	Provider
Thinking into Results (12 week course Yr 5)	Success Club
Newspaper Club	John Gilbert (Maja Lewis Theatre School)
Anxiety Workshop (6 week course Yr 6)	MyYoungMinds
The Mindful Approach to PSHE (whole school (N-6) programme)	Jigsaw
Lunchtime Club (6 week course Yr 2 to support transition and Behaviour issues from Yr 1)	Success Club

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a

