# Pupil premium strategy statement – St Michael’s CE Bamford Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 208 + 22FTE place Nursery |
| Proportion (%) of pupil premium eligible pupils | 4.5% PP for FSM and 3% PP+ former LAC |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 |
| Date this statement was published | 13 November 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | *Melanie Barratt*, Headteacher |
| Pupil premium lead | *Melanie Barratt*, Headteacher |
| Governor / Trustee lead | *Lindsey Wilson-Willis*, lead for disadvantaged pupils |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £27,000 |
| Recovery premium funding allocation this academic year | 0 |
| Pupil premium (and recovery premium) funding carried forward from previous years | 0 |
| **Total budget for this academic year** | £27,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *“We are God’s workman ship created in Christ Jesus to do good works.”* Ephesians 2:10  As such, we know that every child has immense potential. Our intention therefore, is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  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 will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention 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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme 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:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges do not particularly affect disadvantaged pupils, but are across the school population. |
| 4 | Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 10-20% lower than for non-disadvantaged pupils.  More disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Wellcomm assessments indicate significantly improved oral language among targeted pupils including those that are disadvantaged. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that disadvantaged pupils meet the expected standard in the same proportions as their peers. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 demonstrated by:   * the overall unauthorised absence rate for all pupils being no more than 0.5%, and authorised attendance being no more than 5%. The attendance gap between persistent absentees, including disadvantaged pupils, and peers being reduced by 8%. * the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers. |

## 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: £10,470

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of Wellcomm diagnostic assessments across school to identify and address language gaps.  Training for staff to ensure assessments are interpreted and administered correctly.  SENCo non-contact time: £5,500 | Wellcomm provides reliable insight into the specific strengths and weaknesses of each pupil’s language development and interventions activities to then close gaps by ensuring they receive the correct additional support through interventions and teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4 |
| Purchase of Twinkl, a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.  £700 plus time for staff to meet and train: £1,500 on 20-11-23  Phonics interventions weekly: 4TAs at 2.5hrs per wk: £4,370 | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |

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

Budgeted cost: **£9,984.50**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to provide high quality of social and emotional (SEL) learning through group Drawing and Talking; a therapeutic approach and Lego Therapy.  Drawing and Talking: 2hrs teacher per week: £1,900  Lego: 2hrs TAs per week £874 | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5 |
| Phonics interventions weekly: 4TAs at 2.5hrs per wk: £4,370 | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Targeted TA intervention and in class small group support.  2.5 hr per week per TA: £16,088 | EEF indicates moderate impact for small group tuition (+4 months) |  |

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

Budgeted cost: **£1,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Contingency fund for supporting parents with educational visit costs and other costs. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond to needs: such as parental contributions to Year 6 residential causing financial hardship or a child entitled to PP+ funding needing private speech therapy due to over 1yr waiting lists and parental request to meet cost. | All |

**Total budgeted cost: £30,932**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.  DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.  To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.  Data from tests and assessments suggest that, despite some strong individual performances, the attainment of the school’s disadvantaged pupils in 2021/22 was below that of all pupils nationally. However, progress measures indicate that pupils are making good progress, slowly bridging the gaps and closing with their peers. Late arriving pupils, in Years 4, 5 and 6 often require additional support and the number of gaps and difficulties they have with learning provide a major challenge.  It is not possible with the very small number of pupils receiving PP to establish if the attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. Our data is not reflective of national figures, which clearly demonstrates the additional impact of COVID-19 on disadvantaged pupils.  Absence among disadvantaged pupils is low for many pupils; however, persistent absentees, including one with EBNA and severely persistent absence, are more prevalent amongst disadvantaged pupils than in school.  Our observations and assessments demonstrated that pupil behaviour remained outstanding, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils is not noticeably worse than their peers; in fact, these pupils often demonstrate greater resilience and lower incidence of mental health difficulties than other children.  These results mean that we are on track to make a difference for these pupils but further focus on catch up, keep up phonics, a drive to improve attendance for all, and work on developing language acquisition and receptive language understanding planned above for 2023-24 is appropriate to meet need and ensure that every child flourishes personally, socially, spiritually and, of course, academically. |