

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Michael's C.E Infant School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	5.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paula Bliss Executive Head
Pupil premium lead	Nicky Cleather Head of School
Governor / Trustee lead	Pat Hand Vice Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5050
Recovery premium funding allocation this academic year	£2000
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	£4563

Part A: Pupil premium strategy plan

Statement of intent

The Small School with a Big Heart

Our Christian values guide us on our journey in faith and love. Together we open our hearts to the needs of others. We appreciate that each and every one of us can make a difference in our world community and are thankful for the opportunity.

Friendship Thankfulness Compassion Patience Forgiveness Hope

Our intention is that each and every one of our pupils is able to achieve their hopes and dreams so that they can make a difference to their world community. In order to do this our vulnerable pupils will receive the appropriate support to allow them to make good progress and achieve high attainment across all subject areas.

Having considered the challenges these pupils face, our 3 year pupil premium strategy has been written to show how we will support disadvantaged and vulnerable pupils (including those with a social worker or those who are young carers) to achieve that goal, including progress for those who are already high attainers.

High-quality first teaching is always a priority as 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, notably in its targeted support 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. This is particularly relevant to our very small group. 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.

Challenge number	Detail of challenge
1	<p>For many years, we have been acutely aware of the impact of our school ethos and culture on the mental health of our staff and young pupils. The importance of this was described in the government guidance, 'Mental Health and Behaviour in Schools' (November 2018)</p> <p>The demands of the pandemic has intensified the pressures and tensions in our society and we are clear that this support is required more now, than ever before. We feel the need to secure our understanding of mental health through a more formal approach delivered by MHFA England.</p> <p>ELSA referrals for support have also increased during the pandemic.</p>
2	<p>Our wellbeing assessments (Leuven Scale), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social and enrichment opportunities during school closures. These challenges particularly affected families that are managing multiple or complex special or medical needs.</p>
3	<p>Assessments, observations, and discussions with professionals and parents indicate underdeveloped oral language skills for 50% of our current disadvantaged pupils. The National picture indicates that this will be a priority for a number of years and we should continue to develop our capacity to support pupils as necessary in the coming years.</p>
4	<p>Our assessments in phonics and reading show that 85% of our vulnerable pupils are in need of interventions in order to achieve age related expectations. For some of the group this is a result of gaps created due to a limited capacity to support at home. For some it is due to missed learning during lockdowns and English as an additional language.</p>
5	<p>Attendance figures show high persistent absenteeism rates as a whole school (July 2022 14.49% persistent absenteeism) with a higher rate of vulnerable children falling into this category. This high rate will influence children's access to education. The school feel that we need to improve parental awareness of the impact of low attendance on pupil outcomes.</p>
6	<p>As an infant school with multiple feeder schools we are tasked with transitioning children into our school from multiple pre-schools/nurseries and out again to a number of junior/ primary schools. Managing and improving transitions has been a focus for all children, but has been particularly important for our vulnerable pupils who need a well-planned thorough and smooth transition.</p>

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. **Any impact on the intended outcomes are noted in green.**

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>At least 1 MHFA is in post with the relevant training in place</p> <p>There are clear policies and procedure in place for referrals and our responses to mental health issues</p>

	<p>There is a culture of acceptance and understanding of mental health issues.</p> <p>We currently have 1 MHFA in post in partner school with the relevant training in place who is supporting staff and raising awareness of mental health issues. Staff have been signposted and accessed support and most report confidence in the processes and systems that the school uses.</p> <p>2 additional leaders enrolled on SMHL courses (Anna Freud).</p> <p>Ofsted report April 2022: <i>'Staff appreciate the support they receive from the senior leaders. They value the thoughtful actions taken by senior leaders that have had a positive impact on managing their workload.'</i> <i>'Governance is strong.'</i></p>
<p>Disadvantaged pupils will have greater confidence and independence to help them engage more with the wider community and prepare them for the next phase in education</p>	<p>Children will show resilience and feel motivated. They will feel encouraged to pursue wider goals</p> <p>Our vulnerable children from the previous academic year have transitioned and settled well in their new schools.</p> <p>Ofsted April 2022: <i>Leaders have high expectations of what pupils can achieve academically and personally. They have thought carefully about how to help pupils to succeed in different subjects. Teachers plan learning that captures pupils' interests.</i> <i>Christian values and pupils' personal development underpin learning. Pupils with special educational needs and/or disabilities (SEND) are well supported in school. Teachers make sure that all pupils are included in the full range of curriculum opportunities.</i></p>
<p>Disadvantaged children will have average or above average early language and literacy skills</p>	<p>Children will show average or above average percentile scores in the NELI programme by the end of the 20 week block each year.</p> <p>Children will use a good level of vocabulary in both their communication and to enhance progress in their learning.</p> <p>Of the children who attended the NELI programme – 100 is considered the average score. Through this intervention – 75% achieved a score of 100+.</p>
<p>All children will be fluent and confident readers by the end of KS1</p>	<p>All children will pass the Year 1 phonics screen by the end of KS1.</p>

<p>Children's comprehension skills be well developed and prepare them for the next phase of learning</p>	<p>Children will be secure with the alphabetic code by the end of KS1</p> <p>Most children will achieve age related expectations for comprehension skills. This will be reflected in the EOY expected level.</p> <p>All pupil premium and vulnerable children passed the phonics screen by June 2022.</p> <p>All children across KS1 secured the alphabetic code.</p> <p>50% of pupil premium and vulnerable children secured age related expectations for comprehension.</p>
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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: **£1390**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planning, linking and delivery of the Story Project and PSHE curriculum	+4 on the EEF toolkit Impact statement report for Story Project states that 100% of teachers feel confident at teaching and supporting wellbeing in school	1, 2
Scheduled trips and events that enhance the curriculum	Improvement in Leuven Scale assessment	1, 2
RWI phonics training for English lead. Additional whole school updated training. Monitoring of impact of training Purchase of RWI books and materials.	Reading Framework 2021 The Simple View of Reading/Scarborough rope RWI is a government validated phonics scheme	4
Reading comprehension training	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	4

	toolkit/reading-comprehension-strategies	
	+6 EEF toolkit	

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

Budgeted cost: £3,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA sessions for emotional, social and self-regulation support</p> <p>Metacognition and self-regulation</p>	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning +4 on EEF toolkit</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Metacognition and self-regulation +7 on EEF toolkit</p>	1, 2
lunchtime club	Improvement in Leuven Scale assessment	1, 2
NELI	<p>Oral language interventions can have a positive impact on pupils language skills. Approached that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>+6 EEF toolkit</p>	3
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	4

who require further phonics support.	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF +5 EEF toolkit	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of sensory equipment to support emotional regulation and learning readiness	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +4 EEF toolkit	1, 2
Extra curricular clubs and events	Leuven Scale assessments	1, 2

Total budgeted cost: £5,258

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.

Notes have been made against the intended outcomes in green in Part A and are also summarised below:

We currently have 1 MHFA in post in partner school with the relevant training in place who is supporting staff and raising awareness of mental health issues. Staff have been signposted and accessed support and most report confidence in the processes and systems that the school uses.

2 additional leaders enrolled on SMHL courses (Anna Freud).

Ofsted report April 2022:

'Staff appreciate the support they receive from the senior leaders. They value the thoughtful actions taken by senior leaders that have had a positive impact on managing their workload.'

'Governance is strong.'

Children's resilience and independence levels are improved.

*Leaders have **high expectations of what pupils can achieve** academically and **personally**. They have thought carefully about how to help pupils to succeed in different subjects. Teachers plan **learning that captures pupils' interests**.*

*Leaders have designed a **well-organised and ambitious curriculum that meets pupils' needs**. They make sure that **the school's Christian values and pupils' personal development underpin learning**. Pupils with special educational needs and/or disabilities (SEND) are well supported in school. **Teachers make sure that all pupils are included in the full range of curriculum opportunities**.*

Our vulnerable children from the previous academic year have transitioned and settled well in their new schools.

Ofsted April 2022:

*Leaders have **high expectations of what pupils can achieve** academically and **personally**. They have thought carefully about how to help pupils to succeed in different subjects. Teachers plan **learning that captures pupils' interests**.*

***Christian values and pupils' personal development underpin learning**. Pupils with special educational needs and/or disabilities (SEND) are well supported in school. **Teachers make sure that all pupils are included in the full range of curriculum opportunities**.*

Of the children who attended the NELI programme – 100 is considered the average score.

Through this intervention – 75% achieved a score of 100+.

All pupil premium and vulnerable children passed the phonics screen by June 2022.

All children across KS1 secured the alphabetic code.

50% of pupil premium and vulnerable children secured age related expectations for comprehension.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.