



Pupil premium strategy statement: St Michael's C of E, Helston 2025

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 (2024-25)
Number of pupils in school (At October Census)	319
Proportion (%) of pupil premium eligible pupils	98 (31%)
Proportion (%) of service premium eligible pupils	80 (25%)
Academic year/years that our current pupil premium strategy plan covers 23/24-25/26	October 2024
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Sarah Luff
Pupil premium lead	Sarah Luff / Polly John
Governor / Trustee lead	Chris Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1035pp) (£335sp) 2024-25 funding	£101,430pp £ 26,800 sp
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£101,430 PP budget

Part A: Pupil premium strategy plan

Statement of intent

St Michael's are committed to providing the best learning experiences for all children. As part of this commitment, we aim to raise the achievement of all pupils that are eligible for Pupil Premium and Services Premium and understand that many of these pupils must make accelerated progress compared to non –eligible pupils to achieve this.

As a school, we are able to determine how best to use the Pupil Premium and Service Premium grants to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP/SPP spending plan below.

Key strategies of our three-year plan include:

- Ensuring that **all** children access high quality teaching
- Providing children with a curriculum that will support their academic progress
- Supporting children's wider development
- Early identification of additional needs and gaps in learning, to ensure that provision is adapted and delivered in a timely manner.
- Pastoral programmes to ensure all pupil wellbeing is supported.

We recognise that not all children who receive the Pupil Premium Grant will be socially disadvantaged and we also recognise that not all children that are disadvantaged are eligible for free school meals. As a result, we allocate some pupil premium money to ensure that **all** children have their needs met. We organise teaching and learning at St Michael's in a way that meets the individual needs of **all** children.

Through this strategy, it is our aspiration that we improve the life chances of all pupils at St Michael's.

Challenges

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

Challenge number	Detail of challenge
1	Academic achievement: Assessments and observations of pupils indicate that our youngest children, in receipt of PP, typically start school with high needs in communication skills and vocabulary development.
2	Behaviour for Learning: Through monitoring of children's behaviours, discussions with families and academic progress, we recognised that a proportion of children in receipt of PP will require further support with mental health and social skills. This has an impact on attendance, engagement in the curriculum, resilience, and self-esteem.
3	Attendance: Data for PP children indicates that the percentage of persistent absentees is higher than that of children not eligible for the PP funding. This impacts children's academic progress and attainment, in addition to their participation in the wider life of the school
4	Personal Development: Pupil voice and extra club engagement indicates that our children in receipt of PP typically have fewer opportunities to engage in experiences that could prepare them for future successes.

Intended outcomes 2025-26

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
Raise attainment in core subjects in line with national averages	<ul style="list-style-type: none"> Analyse data and compare to national. Identify trends. Address areas of focus that need to be developed. Introduction of curriculum teams to foster subject expertise. Plan agreed pedagogical approaches in core subjects. Curriculum coverage includes opportunities that challenge and stretch. Assessments and observations show improved oral language among all children. Monitoring and learning walks demonstrate high quality vocabulary input and oracy development in lessons. The progress of disadvantaged pupils is in line with national expectations All children will access high quality teaching provision in all year groups Gaps in children's knowledge and understanding within curriculum sequences will be rapidly identified and addressed through high quality interventions.

<p>Ensure the consistency of agreed behaviour expectations for effective learning</p>	<ul style="list-style-type: none"> • Staff feel equipped to support children following ‘know me to teach me’ and ‘price’ training. • Reduction in behaviour incidents • Children return to learning faster. • Children develop improved attitudes to learning • Through the ‘ready to learn’ school improvement strategy, engagement in lessons is high. • Children flourish socially, mentally and academically. This is reflected in pupils being ready for the next stage in their education and national performance figures. • The school’s own evaluations and ant internal visit / inspection reports show that behaviour for learning is positive and children feel well supported.
<p>Improve attendance and punctuality</p>	<ul style="list-style-type: none"> • Attendance will improve term on term • The percentage of persistent absentees will reduce. • Children arrive on time, ready to learn. • Families will support school with improving attendance. • Monitored by PSA and Inclusion Team. • Increased involvement in family services -Cornwall Early Help Hub, Family Workers, RNRM Welfare Services, parenting programmes and signposting.
<p>Develop a robust pastoral offer for the ‘St Michael’s top 25’</p>	<ul style="list-style-type: none"> • Children experience / learn new skills / activities throughout the year building on confidence, self-esteem and resilience. More uptake on school trips and residentials if subsidised • Motional assessment tool used to assess children’s developmental levels to ensure nurture is impactful. • Our ‘top 25’ will be embedded to ensure that all children will take part in visits which are outside of the normal school curriculum, before they leave St Michael’s • School trips and wider experiences are subsidised by the pupil premium grant to ensure all children participate.

Activity in this academic year 2025-26

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff trained in use of Motional Assessment Tool. (Online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people.)</p>	<p>Motional's Snapshot tool uses a series of questions to help adults better understand how well a child or young person is functioning in terms of their mental health and wellbeing.</p> <p>At St Michael's Snapshots are completed for all children in specific groups across the school year. These Snapshots allow us to create a program of strategies and activities known to support emotional development and to heal troubled children's minds, brains, and abilities to learn.</p> <p>The research base shows that these interventions can support children who have mental health difficulties to go on to leading fulfilling lives.</p>	4
<p>Enrichment clubs</p>	<p>The school will provide high quality teaching in the wider curriculum.</p> <p>There will be after school clubs that are zero cost to parents and subsidised trips.</p>	4

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language Link for all Reception children</p> <p>DfE/EEF Nuffield Early Language Intervention (NELI) to provide additional targeted support for oral language</p>	<p>Early indication transition information identified specific speech and language needs in Reception cohort.</p> <p>NELI has been developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme to address children's language needs. Several robust evaluations has led to NELI being the most well evidence early language programme available to schools in England.</p> <p>According to research carried out by the Sutton Trust Education Endowment Foundation, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	1

<p>Small groups for Time 2 Talk in Reception.</p> <p>Liaison with S&L Therapist/s</p> <p>1:1 sessions to focus on individual Speech and Language targets.</p> <p>Support for children with communication needs through Autism Champion role</p>	<p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). Oral language interventions EEF</p> <p>The school's Autism Champion/Dyslexia Champion acts as a school resource to the staff and young people they work directly with. They promote Autism awareness within school and provide a first port of call for parents, children and staff that means small issues can be dealt with before they become major concerns. The impact of Autism Champions was positively evaluated by parents, children, staff and senior leaders in a study carried out in Cornwall.</p>	
<p>Streamed groupings for phonics in Year KS1</p> <p>Phonics Catch Up groups every day for 5 weeks each term for Year 1.</p> <p>Phonics screening in KS1.</p> <p>Differentiated phonics planning in year 3 and 4 for children who have not passed the phonics screening check</p> <p>Resources for phonics.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>(Sutton Trust Education Endowment Foundation)</p> <p>Sutton Trust research states that children should have mastered the most common correspondences in KS1, but some may still need support and guidance in KS2, and it is important to rule out weaknesses in the individual strands (decoding and phonological awareness) before attempting to 'entwine' them by developing reading fluency.</p> <p>Phonics lead to provide training and resources to current and new staff.</p>	1
<p>Small group intervention focussing on Reciprocal Reading strategies for those falling behind age</p>	<p>Whole class and small group intervention focussing on explicit reading skills The strategies focussing on learners understanding of written text has been rated as having a high impact on the EEF toolkit. The approach uses the key areas of questioning, clarifying summarising and predicting.</p>	1

related expectations.	Little Wandle rapid catch up in lower KS2 progressing on to fluency interventions Fluency packs and reading books	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £93,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support Advisor attendance support</p>	<p>Attendance and Family Support</p> <ul style="list-style-type: none"> • Robust Attendance Monitoring: Close liaison with the Education Welfare Service (EWS) ensures parents/carers prioritise school attendance. This approach has led to: • Reduction in persistent absence • Improved attendance for individual pupils • Multi-Agency Support: Families are signposted to services such as the Early Help Hub and Family Information Service, ensuring timely intervention. • Home Visits: Conducted in partnership with the Education Welfare Officer (EWO) to address barriers to attendance. • Parent Engagement: Initiatives such as Parent Café (hot drinks and snacks) foster positive relationships and open communication. • Practical Support: Provision of hardship funds, food bank vouchers, and assistance with school uniform and shoes to remove financial barriers to attendance. 	3, 1
<p>Improvements in attendance.</p> <p>Target vulnerable children for Early Birds & After school club (6 pupil spaces)</p> <p>Target vulnerable children for</p>	<p>Evidence-Based Approaches to Raising Achievement</p> <p>Research from the Sutton Trust Education Endowment Foundation shows that:</p> <ul style="list-style-type: none"> • Extended school time and targeted before/after-school programmes can lead to two additional months' progress per year, with disadvantaged pupils often gaining up to 2.5 months. These programmes also improve attendance, behaviour, and peer relationships. 	3, 1

<p>enrichment club attendance.</p> <p>Attendance referenced in fortnightly newsletter.</p> <p>Provide additional activities that increase vulnerable children's participation in school life (sailing, surfing, swimming, after school clubs.)</p>	<ul style="list-style-type: none"> • Arts participation has a positive impact on academic learning, with improvements noted in English, mathematics, and science. Benefits are greater for younger learners and include enhanced attitudes to learning and well-being. • Most young people have high aspirations, but underachievement often stems from a gap between aspirations and the knowledge and skills needed to achieve them. <p>To reinforce positive behaviours and engagement, we celebrate success through initiatives such as 'Hot Chocolate Fridays', recognising pupils who demonstrate readiness to learn.</p>	
<p>Rainbows Mini Rainbows 1-1 Nurture or TiS Wild Tribe Nurture and Fun Fit</p>	<p>Nurture and Wellbeing Provision</p> <p>For many years, Rainbows, Mini Rainbows, Wild Tribe, and 1:1 TiS have provided stable routines and developmentally appropriate activities tailored to individual needs. These sessions, and the relationships formed with trusted adults, help children regain a sense of security and attachment. This creates a strong foundation for learning and builds self-confidence, enabling pupils to engage fully in school life. Moving forward there will be a whole school approach to inclusion, nurture and wellbeing so the needs of all children are met.</p> <p>Mentees are assessed before, during, and after participation using tools such as Boxall Profile and Motional. Analysis shows progress across multiple developmental and diagnostic areas. On average, pupils involved in adventure learning interventions make around four additional months' progress, with clear benefits for non-cognitive outcomes such as self-confidence.</p>	<p>1, 2, 3, 4</p>

<p>Inclusion team (Service premium and pupil premium)</p>	<p>The Role of the Inclusion Team</p> <ul style="list-style-type: none"> • Coordinates and monitors all Pupil Premium (PP) interventions and services across the school. • Oversees Service Pupil Premium (SPP) provision, ensuring targeted support for forces families. • Tracks and evaluates group and individual pastoral interventions to promote wellbeing and engagement. <p>The Role of the SPP Lead</p> <ul style="list-style-type: none"> • Provides pastoral support and advice to colleagues where appropriate. • Leads and monitors mental health and wellbeing initiatives for all pupils. • Acts as Bereavement Champion, supporting children and families through loss. • Works with phase leaders and subject leads to ensure actions are in place to accelerate progress. • Monitors academic and emotional/social/behavioural (ESB) progress of PP and SPP pupils, attending termly Pupil Progress Meetings. • Serves as the point of contact for external agencies, including NHS Mental Health Practitioners, Penhaligon's Friends, and Royal Navy Family & People Support. • Meets weekly with the school's Inclusion Team and contributes to the wider safeguarding team. <p>Impact</p> <ul style="list-style-type: none"> • Improved outcomes for vulnerable groups: PP and SPP pupils show measurable progress in both academic attainment and emotional wellbeing. • Enhanced mental health provision: Increased access to specialist support and early intervention strategies. • Stronger multi-agency collaboration: Families receive timely, coordinated support, reducing barriers to learning. • Positive school culture: Pupils feel safe, supported, and ready to learn, contributing to improved attendance and engagement. 	<p>3, 4, 1</p>
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<p>Online subscription to My Concern safeguarding tool</p>	<p>Safeguarding and Attendance Support</p> <ul style="list-style-type: none"> • MyConcern Online Reporting: All staff use this secure platform to log safeguarding concerns promptly and accurately. This ensures: • Immediate visibility for the safeguarding team. • Swift action and follow-up, reducing risk and improving pupil safety. • Clear audit trail for multi-agency collaboration. • Impact Evidence: • Increased early identification of concerns, enabling timely interventions. • Improved attendance and engagement for pupils receiving support. • Strengthened communication with external agencies, ensuring coordinated care. 	<p>4</p>
<p>Positive Behaviour</p>	<p>Positive Behaviour and Inclusion Strategies</p> <ul style="list-style-type: none"> • ‘Know Me to Teach Me’ Training: Staff receive specialist training to understand individual needs and build positive relationships, creating a foundation for effective behaviour management. • Positive Behaviour Packs: Every classroom is equipped with resources to support consistent strategies and expectations. • Whole-School PRICE De-escalation Training: All staff trained in PRICE techniques, with a Train-the-Trainer lead providing ongoing monitoring and support. Regular refresher sessions ensure skills remain current. • Classroom Tools for Self-Regulation: Resources such as fiddle toys, calming tools, and mindfulness activities help pupils manage emotions independently and return to learning quickly. • Leadership and Responsibility Roles: Badges for Collective Crew, Kindness Ambassadors, Reading Ambassadors, House Captains, and Sports Captains promote ownership, leadership, and positive behaviour. • Ready to Learn Approach: A consistent school-wide strategy ensures active engagement in lessons. Direct instruction supports clarity and accessibility for all learners. • Targeted TA Support: Afternoon deployment of teaching assistants across year groups provides additional help for pupils who need it. 	<p>2, 1, 3</p>

	<p>Impact</p> <ul style="list-style-type: none"> • Improved self-regulation: Pupils demonstrate independence in managing emotions and re-engaging with learning. • Reduction in behaviour incidents: Fewer escalations due to proactive strategies and de-escalation training. • Enhanced engagement: Ready-to-learn routines and classroom tools have increased active participation. • Positive school culture: Leadership roles foster responsibility, teamwork, and peer support. 	
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Total budgeted cost: £101,430

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

What you can say has impacted your whole school and in particular disadvantaged?

Outline the performance of your disadvantaged pupils in the previous academic year (2024-25)

High-Quality Teaching and Targeted Support

We deliver a well-planned, sequential curriculum that builds on prior knowledge and ensures progression across all subjects. Our highly experienced teachers provide timely and impactful targeted interventions to address individual learning needs.

Subject leaders share expertise through training sessions, and dedicated staff meeting time is used to agree on consistent pedagogical approaches for teaching key subjects. **Pupil Progress Meetings** prioritise both **Pupil Premium** and **Service Premium** children, ensuring they receive high-quality teaching, appropriate intervention, and challenge where needed.

Phonics Outcomes

- **Year 1 (2025):** Results were in line with 2024 national outcomes overall. However, Pupil Premium children performed **22% below** the national average, while Non-Pupil Premium children were **3% below**.
- **Year 2 (2025):** Results exceeded 2024 national outcomes overall by **+3%**, with Pupil Premium children performing **+7% above** and Non-Pupil Premium children **+1% above**.

Impact

- A consistent, knowledge-rich curriculum and targeted interventions have led to **strong progress in Year 2 phonics**, particularly for disadvantaged pupils.
- The gap for Pupil Premium children in Year 1 remains a priority, and strategies are in place to accelerate progress in early reading.

Table 21 Percentage of children working at Expected and above, July 2025 (Pupil Premium and Non Pupil Premium)

	Reading			Writing			Mathematics			Combined RWM		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
National KS2	62%	80%	-18%	58%	78%	-20%	59%	79%	-20%	46%	67%	-21%
All (91 PP)	59%	83%	-24%	52%	80%	-28%	60%	82%	-22%	41%	75%	-34%
All KS2	64%	82%	-18%	51%	76%	-25%	59%	80%	-21%	41%	71%	-30%
Y6 (21 PP)	62%	81%	-19%	48%	78%	-30%	52%	72%	-20%	29%	67%	-38%
Y5 (13 PP)	62%	82%	-20%	54%	73%	-19%	69%	82%	-13%	46%	69%	-23%
Y4 (21 PP)	62%	87%	-25%	48%	80%	-32%	67%	90%	-23%	48%	77%	-29%
Y3 (14 PP)	71%	81%	-10%	57%	75%	-18%	50%	75%	-25%	43%	71%	-28%
National KS1	54%	73%	-19%	44%	65%	-21%	56%	75%	-19%	N/A	N/A	N/A
All KS1	45%	84%	-39%	55%	88%	-33%	64%	90%	-26%	41%	84%	-43%
Y2 (9 PP)	44%	89%	-45%	56%	93%	-37%	67%	96%	-29%	33%	89%	-56%
Y1 (13 PP)	46%	81%	-35%	54%	84%	-30%	62%	84%	-22%	46%	81%	-35%

Understanding the Gaps and Performance

The 'Gap' columns in the table show the difference between **Pupil Premium (PP)** and **Non-Pupil Premium** pupils.

- A **positive figure** means PP pupils performed better than Non-PP pupils.
- School PP results are highlighted **green** if they match or exceed national PP results.
(National benchmarks: KS2 – 2024, KS1 – 2023)

Key Findings

- **Pupil Premium Performance vs National PP (KS2):**
 - Reading: **-3% below** national PP
 - Writing: **-6% below**
 - Combined RWM: **-5% below**
 - Maths: **+1% above** national PP
- **Gap vs National Non-PP (KS2):**
 - Reading: **21% gap**
 - Writing: **26% gap**
 - Maths: **19% gap**
 - Combined RWM: **26% gap**
- **Non-Pupil Premium Performance vs National Non-PP (KS2):**
 - Reading: **+3% above**
 - Writing: **+2% above**

- Maths: **+3% above**
- Combined RWM: **+8% above**

What This Means

- **Strengths:** Maths for PP pupils is slightly above national PP results, and Non-PP pupils outperform national averages in all subjects.
- **Priorities:** Narrowing the gap in **reading, writing, and combined RWM** for PP pupils remains a key focus.
- **Positive trend:** Non-PP pupils are achieving well, indicating strong overall teaching quality.

Year 4 Multiplication Tables Check (MTC) – 2025

- **Full Marks (Score of 25):**
- **49% of pupils** achieved full marks in 2025.
- This is **15% higher than the 2024 national figure (34%)**, showing strong performance compared to national standards.
- However, it is **1% lower than the school's 2024 figure (50%)**, indicating a slight dip from last year.
- **Average Score:**
- The **average score was 22.3**, almost **two marks higher than the 2024 national average (20.6)**.
- This is only **slightly below the school's 2024 average (22.4)**, showing consistency in performance.

Attendance comparisons for 2023-24 and 2024-25:

Year and Number of pupils	Attended	Authorised absence	Unauthorised absence	Persistent absence
Service Pupils 23/24 (92)	95.23%	4.34%	0.43%	4.77%
Service Pupils 24/25	93.85%	4.62%	0.42%	0%
PP Pupils 23/24(110)	90.67%	6.23%	3.09%	13%
PP Pupils 24/25	91.94%	5.42%	1.43%	0.6%
Whole school 23/24	94.5%	4.7%	0.82	9.1%
Whole School 24/25	94.2%	4.7%	1.1%	0.3%

- PP pupils show a **meaningful improvement**, especially in unauthorised absence.
- Service pupils' attendance dropped; the increase in authorised absence suggests more approved time off (e.g., appointments)
- Whole school attendance is broadly steady.

Behaviour comparisons for 2023-24 and 2024-25: (info from my concern)

Behaviour and Exclusions: Positive Trends

- **Low-Level Behaviour Incidents:**
Reduced from **434 incidents in 2022/23** to **401 incidents in 2023/24**, showing a clear improvement in classroom behaviour and consistency in expectations.
- **Fixed-Term Suspensions:**
- **2023/24:** 11 suspensions involving 4 pupils
- **2024/25:** 5 suspensions involving 2 pupils
This represents a **55% reduction in suspensions** and fewer pupils affected, reflecting the success of proactive behaviour strategies and targeted support.

Impact

- Fewer behaviour incidents and exclusions mean **more time in learning**, improved pupil engagement, and a calmer school environment.
- Evidence suggests that **whole-school behaviour approaches and targeted interventions are working effectively.**

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
TT Rockstars	Maths Circle Ltd
Motional	Motional.io

Service pupil premium funding (optional)

Budgeted cost: £26,800

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Support for Service Children at St Michael's

The progress of service children is monitored closely and benchmarked against the wider school population to ensure they learn, develop, and achieve their expected levels of progress.

A dedicated **Parent Support Advisor** provides pastoral support for individual pupils and offers guidance and assistance to families. Research consistently shows that parental involvement is strongly associated with pupils' success at school.

In recent years, there has been an increase in referrals to family support services, including those specifically for forces families. The school has also signposted parents to support groups and parenting programmes to strengthen home-school partnerships.

Historically, many children at St Michael's have benefitted from our **MKC Club**, which offers a vital support network for forces children, particularly during periods of parental deployment. The club focuses on wellbeing, helping service children feel happy and settled—creating the best conditions for learning.

Activities within MKC have included peer mentoring, team-building games, football, woodland activities, and outdoor apparatus work. Pupils have also represented themselves and their families at significant community events such as **The Freedom of the Town** and **Remembrance Services**.

To ensure services and support remain connected, the headteacher and deputy head regularly attend locality meetings with representatives from military agencies.

These initiatives have contributed to:

- **High levels of wellbeing and engagement** among service children, ensuring they feel supported during times of transition or parental deployment.
- **Improved attendance and reduced unauthorised absence** compared to the wider school population.
- **Stronger family-school partnerships**, enabling early intervention and consistent support for pupils' academic and emotional needs.

The impact of that spending on service pupil premium eligible pupils

Service premium and non-service premium:

Table 21 Percentage of children working at Expected and above, July 2025 (Pupil Premium and Non Pupil Premium)

	Reading			Writing			Mathematics			Combined RWM		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
National KS2	62%	80%	-18%	58%	78%	-20%	59%	79%	-20%	46%	67%	-21%
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Y6 (21 PP)	62%	81%	-19%	48%	78%	-30%	52%	72%	-20%	29%	67%	-38%
Y5 (13 PP)	62%	82%	-20%	54%	73%	-19%	69%	82%	-13%	46%	69%	-23%
Y4 (21 PP)	62%	87%	-25%	48%	80%	-32%	67%	90%	-23%	48%	77%	-29%
Y3 (14 PP)	71%	81%	-10%	57%	75%	-18%	50%	75%	-25%	43%	71%	-28%
National KS1	54%	73%	-19%	44%	65%	-21%	56%	75%	-19%	N/A	N/A	N/A
All KS1	45%	84%	-39%	55%	88%	-33%	64%	90%	-26%	41%	84%	-43%
Y2 (9 PP)	44%	89%	-45%	56%	93%	-37%	67%	96%	-29%	33%	89%	-56%
Y1 (13 PP)	46%	81%	-35%	54%	84%	-30%	62%	84%	-22%	46%	81%	-35%

The 'Gap' columns in the above table show the difference between Service and Not Service children. No national figures are published for Service children; national figures in the above table are 2023 results for All children. The number of Service children in each cohort is shown in parentheses. Averaged across the school, the percentage of children working at or above the Expected standard is higher for Service children than for Not Service children in reading (+20%), in writing (+17%), in maths (+21%) and in combined RWM (+25%). Excluding Pupil Premium children from the 'Not Service' group, averaged across the school the gap between Service children and Not Service children is 14% in reading, 11% in writing, 20% in maths and 17% in combined RWM.

The percentage of Service children working at or above the Expected standard is above national results for All Children for all subjects in every year group. Averaged across the school, the percentage of Service children working at or above the Expected standard is above national KS2 results for All Children in reading (+18%), in writing (+13%), in maths (+17%) and in combined RWM (+22%).

Further information (optional)

Teaching and Learning Strategy focuses on securing positive change:



Teaching and Learning Strategy: Driving Positive Change

St Michael's School Development Plan prioritises **improving outcomes for disadvantaged pupils**. Our approach focuses on:

- **Quality First Teaching for All:** High-quality classroom practice is the foundation for progress.
- **Careful Planning and Resourcing:** Ensures that the needs of our most vulnerable pupils are met effectively.
- **Strong Family and Pupil Support:** Through our **Parent Support Advisor, SENDCo, Bereavement Champion, Military Kids Club, and Inclusion Team**, we build strong relationships and provide tailored support.

Our Goal: To close the gap between disadvantaged and non-disadvantaged pupils by combining excellent teaching with robust pastoral care.