# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | St Michael’s C of E Primary School. |
| Number of pupils in school | 381 |
| Proportion (%) of pupil premium eligible pupils  Proportion (%) of SPP premium eligible pupils | 195 pupils (51%)  102 pupils (27%) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 3 |
| Date this statement was published | 01/12/2021 |
| Date on which it will be reviewed | 01/12/2022 |
| Statement authorised by | Mr Arvind Hirani |
| Pupil premium lead | Mrs Ruth Reynolds |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £144,355.00 |
| Recovery premium funding allocation this academic year | £11,745.00 |
| 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 | £156,100.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Here at St Michael’s, we 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.  We will achieve this by:   * Collecting and analysing data on individuals and groups of children * Identifying barriers to learning and tracking progress * Facilitating and monitoring interventions when needed (Academic and non-academic) * Tracking poor attendance – tackling and supporting children and families as appropriate * Supporting and working with parents and carers. |

## 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 | Academic |
| 2 | Social, emotional, and behavioural challenges |
| 3 | Absence and lateness |
| 4 | Low aspirations |
| 5 | Some home learning environments lack support, especially in readiness for school |
| 6 | Lack of parental support at home. |

## 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 |
| Ensuring appropriate phonics provision into Year 3, especially for children who have not passed the phonics screening check  To increase the number of disadvantaged children achieving ARE in reading at the end of KS1 and KS2. (Data from December 2021 – July 2022)  December data - 48% and 67% | This will be monitored through phonics assessments, reading assessments, observations, planning scrutinies and ongoing data submissions, including in year 3 and 4 for targeted children.  End of year 2 phonics screening recheck results should see and increasing in the pass rate. |
| A significant improvement in the speech and language of children in the Reception 2020/21 cohort and KS1 as a whole. | Narrowing of the gap between disadvantaged and non-disadvantaged children on entry to when they leave EYFS. Also, a reduction in the number of children on the Speech and Language caseload. |
| A decrease in the number of children with issues relating to poor well-being. | Motional assessment tool used to assess individual children’s developmental levels before they enter nurture provision and when they leave.  Motional assessment tool used by individual teachers to screen the mental health and well-being of their class. Further screenings to evidence improvements in each class cohort’s mental health. |
| A closing of the attendance gap between disadvantaged children and non-disadvantaged children, currently FSM - 93.62%, non-FSM 94.37% (Showing as marginal difference of 0.75% due to Pandemic) | Monitoring and closing the gap between the attendance of disadvantaged and non-disadvantaged children and the gap between disadvantaged and non-disadvantaged persistent absentees. |
| Increased involvement of parents of disadvantage children in family services and learning sessions.  Greater presence of parents of disadvantaged children at Parent Café. | Monitored by PSA and Inclusion Team. Increased involvement in family services -Cornwall Early Help Hub, their Family Workers, RNRM Welfare Services, parenting programmes within the school setting etc. |

## 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: £ *3,083.38*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **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.) | 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.  At St Michael’s Snapshots are completed for all children in all year 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.  The research base shows that these interventions can support children who have mental health difficulties to go on to leading fulfilling lives. The Motional programs tie in with well-developed models of practice such as PACE.  Motional’s reporting function allows us to measure progress made in the children’s mental health and well-being.  Analysis of data from last year, showed progress in all year groups across the school. | 2 |
| **Wild Tribe training for staff led by internal practitioners.**  **(Teachers and Teaching Assistants.)** | Once trained, staff will have an enhanced understanding of the benefits of outdoor work on the children’s learning and mental health.  Off the back of this training, more outdoor sessions & activities will be planned for the children.  Through these sessions, and especially in their relationship with their teacher and teaching assistant, the children will rediscover the essential security of early attachment.  It is hoped, the children will begin to engage more in the process of learning and develop the self-confidence that enables them to find their place in the wider school community of St. Michael’s.  (See Wild Tribe Nurture below for evidence to support this approach.) | 2 |
| **Jigsaw PSHE refresher training.** | The school’s PSHE/RSHE Lead will deliver refresher training later this year, support staff with resources and monitor delivery of new scheme across the school. (Introduced September 2021) | 2 |

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

Budgeted cost: £ 70,334.95

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Language Link for all Reception children**  **Small groups for Time 2 Talk in Reception.**  **Liaison with S&L Therapist/s**  **1:1 sessions to focus on individual Speech and Language targets.**  **Support for children with communication needs through Autism Champion role** | Early indication transition information identified specific speech and language needs in 2021/22 Reception cohort.  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. 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).  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. | 1,2 |
| **Streamed groupings for phonics in Year 2.**  **Phonics Catch Up groups every day for 5 weeks each term for Year 1.**  **Phonics screening in KS1.**  **Differentiated phonics planning in year 3 and 4 for children who have not passed the phonics screening check**  **Resources for phonics.** | 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).  (Sutton Trust Education Endowment Foundation)  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. | 1 |
| **Continued support from Inclusion Teaching Assistant.** | Providing additional support to vulnerable and disadvantaged children, supporting work in phonics, Literacy and numeracy as well as providing emotional support as an emotionally available adult in the classroom.  Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (Sutton Trust Education Endowment Foundation) | 1,2,5,6 |
| **Additional adult support in Reception.** | Areas of focus: listening and attention, reading, writing and number.  Overall, the evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact, a typical impact of six additional months' progress.  (Sutton Trust Education Endowment Foundation) | 1 |
| **Small group catch up tutoring focussing of Literacy, Numeracy and SPaG.** | Studies in England have shown that small group tuition approaches can support pupils to make effective progress by providing intense, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of the smaller number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (Sutton Trust Education Endowment Foundation) | 1 |
| **Class based Support Staff interventions.** | Research which focuses on teaching assistants who provide one to one small group targeted interventions shows a strong positive benefit of between four to six additional months on average. There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes to learning. (Sutton Trust Education Endowment Foundation) | 1,6 |
| **Continued support of Inclusion Lead.** | The School’s Inclusion Lead:  -Acts as support for the School’s Inclusion Team  -Supports the School’s Dyslexia and Autism Champion in school  -Offers support to staff and parents with children in school or at home with Autism and/or Dyslexia  -Organises and Leads EHCP reviews  -Ensures the needs of all learners are met at class level  -Monitors PDRs (Plan Do Reviews) for children on the school’s record of need  - Is a teacher for children in care  - Is a deputy within the school’s Safeguarding Team. | 1,2,3,4,5,6 |

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

Budgeted cost: £ 82,694.52

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Rainbows**  **Mini Rainbows**  **1-1 Nurture or TiS**  **Wild Tribe Nurture and Fun Fit** | For many years the Rainbows, Mini Rainbows, Wild Tribe and 1-1 TiS provision has delivered stable routines and developmentally appropriate activities based on individual needs. Through these sessions, and especially in their relationship with the leading adults, the children have rediscovered the essential security of early attachment. The various nurture settings have provided secure bases from which these children have begun to engage more in the process of learning and develop the self-confidence that enables them to find their place in the wider school community of St. Michael’s.  Before, during and after attending these nurture groups the mentees have been assessed using various assessment tools including Boxall Profile and Motional.  Analysis of this data has shown that all mentees had made progress many developmental and diagnostic areas. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. | 1, 2, 3, 4 |
| **Support from NHS Mental Health Practitioner** **- groups of children and individual children.** | This intervention is not funded out of PP/SPP but is facilitated and monitored by the PP/SPP Lead.  PP & SPP children have benefitted from this service in the past and continue to benefit from it. | 1,2 |
| **Continued support from Bereavement Champion.** | Impact/strengths of support last year:  \*32 families in total have been supported by the Bereavement Champion this year.  \*All families contacted have expressed appreciation for this support.  \*All children supported have expressed appreciation for this intervention.  \*Several families have been signposted to Penhaligon’s Friends for further support and/or advice.  \*11 children from Key stage 1 & 2 have benefitted from individual support sessions with the school’s Bereavement Champion.  \*2 children were supported with their loss remotely during the Covid Lockdowns. This support continued once they returned to school.  \*1 referral has been made for a child to Penhaligon’s Friends. | 1,2,6 |
| **Continued support from PSA – (Parent Support Advisor)**  **Provide Family Learning opportunities**  **Liaise with Cornwall Early Help Hub, their Family Workers and RNRM Welfare Services to provide opportunities for Parenting Programmes.**  **Signpost parents in need to hardship fund and food bank vouchers.**  **Run a Parent Café 3 times per week.**  **Refreshments.** | \*Parental involvement is consistently associated with pupils’ success at school.  \*In previous years increasing numbers of referrals have been made to family support / forces family support.  \*The school has previously signposted families to support groups/ parenting groups. | 2,3,4,5,6 |
| **Improvements in attendance.**  **Target vulnerable children** **for Early Birds & After school club.**  **Target vulnerable children** **for enrichment club attendance.**  **Attendance** **referenced in weekly newsletter.**  **Provide minibus transportation to events.**  **Provide additional activities that increase vulnerable children’s participation in school life (sailing, surfing, swimming etc.)** | According to research carried out by the Sutton Trust Education Endowment Foundation, evidence indicates that, on average, children make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months’ additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour, and relationships with peers.  According to research carried out by the Sutton Trust Education Endowment Foundation overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics, and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. Wider benefits on attitudes to learning and well-being have also consistently been reported.  According to research carried out by the Sutton Trust Education Endowment Foundation, evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required achieve them. | 1,3,4 |
| **Employment of a Pupil Premium and Services Premium Leader.** | The school’s PP/SPP Lead:  -Coordinates and monitors PP/SPP interventions & services provided across the school  -Leads group and individual pastoral interventions across the school  -Manages support staff in leading other pastoral interventions across the school  Provides pastoral support and advice to other colleagues, where appropriate  -Leads and monitors the mental health and well-being of children across the school  - Supports children and families in role as Bereavement Champion  -works with the phase leaders and core subject Leads to ensure appropriate actions are in place to support progress  -Monitors academic and ESB progress of PP and SPP children across the school -attending termly Pupil Progress meetings  -Works with/acts as point of contact for outside agencies, professionals & community contacts e.g., NHS Mental Health Practitioner, Penhaligon’s Friends, Royal Navy family and People Support.  -Meets weekly with schools Inclusion Team  -Deputy within School’s Safeguarding Team. | 1,2,4,5,6 |
| **Subscription to My Concern.** | Online tool used by all staff to report concerns and safeguard children. | 2,3,5,6 |

**Total budgeted cost: £** *156,112.85*

# 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 2020 to 2021 academic year.

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| Please see Pupil Premium Evaluation of Spend Document 2020 to 2021 (School Website) |

## Externally provided programmes

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| Measure | Details |
| **Monitoring of SPP children’s progress.** | The progress of service children is monitored closely and compared to the wider school population to ensure that they learn, develop, and achieve their own expected level of progress.  PP/SPP Lead attends all termly Pupil progress meetings.  (See ‘Employment of PP/SPP Leader’ above.)  **Challenge number addressed: 1** |
| **Continued support from PSA – (Parent Support Advisor)** | A full time Parent Support Advisor enables provision pastoral support to individual children as well as guidance and support for families.  Parental involvement is consistently associated with pupils’ success at school.  In previous years increasing numbers of referrals have been made to family support / forces family support.  The school has previously signposted families to support groups/ parenting groups.  (See Part A ‘Continued support from PSA – Parent Support Advisor’)  **Challenge numbers addressed: 2,3,5,6** |
| **Employment of internal Learning Mentor and Nurture Leader.** | The appointment of an 0.8 internal Learning Mentor and Nurture Lead provides pastoral support to individuals to build social skills, self-esteem and develop positive attitudes to learning, thus raising academic achievement.  The Learning Mentor and Nurture Lead manages and monitors all the nurture/pastoral provision listed above.  (See part A for evidence that supports this approach above - all nurture activities)  **Challenge numbers addressed: 2,4,6** |
| **Employment of a Pupil Premium and Services Premium Leader** | (See part A for PP/SPP Leader’s responsibilities)  **Challenge numbers addressed: 1,2,4,5,6** |
| **Continued support of Inclusion Lead.** | (See part A for Inclusion Leader’s responsibilities)  **Challenge numbers addressed: 1, 2, 3, 4, 5, 6** |
| **Rainbows Nurture**  **Mini Rainbows Nurture**  **1-1 Nurture or TiS**  **Wild Tribe Nurture** | (See part A for evidence that supports this approach)  **Challenge numbers addressed: 1, 2, 3, 4** |
| **Provide MKC Club (Military Kids Connect Club)** | Historically many children at St Michael’s have benefitted from our MKC club.  This club has provided many forces children with a support network, especially when parents have been deployed.  It has focused on the wellbeing of St Michael’s service children to ensure they feel happy and settled in school, the best conditions for learning.  In the past, the children have mentored each other at MKC and enjoyed activities such as group/team building games, football, working in the woods and outdoor apparatus work. They have represented themselves and their families at special events such as The Freedom of the Town and Remembrance Services.  **Challenge number addressed: 2** |
| **Provide minibus transportation to events.** | (See part A for evidence that supports this approach)  **Challenge number addressed: 4** |
| **Support for children with communication needs through Autism Champion role** | (See part A for evidence that supports this approach)  **Challenge number addressed: 1,2** |