St. Michael's RC Primary School and Nursery Pupil Premium Strategy

2024-2025

School overview

Detail	Data
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	118
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Annually
Statement authorised by	N. Collins (Head Teacher)
Pupil premium lead	R. Panting (DHT)
Governor / Trustee lead	M. Murphy (PP Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,480
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
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*	£153,480

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's School, our core mission is to provide an inclusive, supportive, and high-quality education that empowers all pupils to succeed academically, socially, and emotionally, regardless of their socio-economic circumstances. We are committed to removing the barriers faced by our disadvantaged pupils, closing the attainment gap, and equipping them with the skills, resilience, and confidence to thrive both within and beyond the classroom.

Our Pupil Premium Strategy is built on the foundation of **high-quality first teaching, targeted interventions, and holistic support** to address the unique needs of every child. By leveraging evidence-based approaches and strong partnerships with expert organisations, we aim to ensure that every pupil—irrespective of background—has the opportunity to flourish.

Key Principles of Our Strategy Plan:

- **Equity in Education**: Delivering high-quality teaching and learning experiences that are inclusive and tailored to meet the diverse needs of all pupils.
- **Holistic Development**: Prioritising not only academic outcomes but also social-emotional learning, resilience, and well-being to support the whole child.
- **Collaboration and Partnerships**: Working in partnership with parents, external agencies, and experts to create a unified support system.
- **Sustainability and Growth**: Embedding effective practices such as trauma-informed approaches, restorative justice, and mastery in mathematics into our school culture to ensure long-term impact.
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Challenges

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

Challenge number	Detail of challenge
1	**Attendance**: Persistent absenteeism and lower attendance rates among disadvantaged pupils compared to their peers, impacting progress and engagement.
2	**Social, Emotional, and Mental Health (SEMH)**: Increased rates of SEMH concerns, including low resilience and self-esteem, which affect pupils' readiness to learn.
3	**Fluency in Reading**: Struggles with reading fluency and comprehension hinder access to the wider curriculum.
4	**Language and Communication**: Gaps in speech, language, and communication skills limit academic and social progress.
5	**Numeracy Skills**: Difficulties with mathematical fluency, including automatic recall of number facts and mathematical reasoning.
6.	**Parental Involvement**: Some families require additional support to actively engage in their children's education.

7.	**Trauma and Home Life:** Complex home environments, including bereavement or trauma, impact pupils' emotional well-being and learning.
8.	**SEND and Medical Needs**: A proportion of disadvantaged pupils have additional needs requiring specialised support.

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
Improved Academic Achievement: • Narrow the attainment gap in reading, writing, and mathematics through high-quality teaching and targeted interventions. • Embed mastery approaches in mathematics across EYFS, KS1, and KS2 to strengthen mathematical fluency and reasoning.	**Academic**: Improved outcomes in reading, writing, and mathematics, evidenced through internal assessments, progress meetings, and pupil work.
Enhanced Social-Emotional Well-being: • Foster resilience, confidence, and emotional regulation using trauma-informed strategies, Zones of Regulation, and emotion coaching. • Ensure pupils have access to appropriate pastoral and therapeutic support.	**Well-being**: Pupil voice surveys indicate increased confidence and resilience, and staff feedback highlights improvements in engagement and emotional regulation.
Increased Attendance: • Raise the attendance of disadvantaged pupils to match or exceed national averages, reducing persistent absenteeism through targeted interventions and family support.	**Attendance**: PP attendance rates improve to at least 95%, with a reduction in unauthorised absences.
Stronger Parental Engagement: • Equip parents with tools to support their children's learning and well-being through workshops, consultations, and resources.	**Parental Involvement**: Increased attendance at workshops and consultations, with positive feedback from parents.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching **Sustaining High-Quality Teaching**: • Embed *KAGAN strategies* through targeted CPD, promoting collaborative learning and pupil engagement. • Develop expertise in *Quality First Teaching*, ensuring all lessons are inclusive and meet the diverse needs of pupils. • Provide ongoing CPD in *Quality First Teaching* strategies, focusing on adaptive teaching for diverse needs.	The EEF highlights that high-quality CPD and strategies like mastery approaches have a significant impact on pupil outcomes, especially for disadvantaged learners. The EEF highlights the importance of teacher CPD, which has a **+6 months impact** on pupil progress.	Fluency in reading, numeracy skills, resilience, and confidence. 3, 5, 6
Maths Mastery: • Sustain and embed *Maths Mastery* in partnership with KMMH, ensuring consistent, evidence-based approaches to teaching mathematics. • Implement *Mastering Number* across EYFS, KS1, and KS2 (Y4 and Y5) to improve mathematical fluency.	Mastery learning, as endorsed by the EEF, supports **+5 months progress**, particularly in mathematics.	
Social-Emotional Learning (SEL): • Deliver SEL CPD to support teachers in embedding emotional and social skills development into the curriculum. • Introduce *Emotion Coaching* training for staff to enhance their ability to support pupils' emotional regulation.	SEL programmes have been shown to improve both well-being and academic outcomes, with an impact of **+4 months progress**.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-Group and One-to-One Interventions: • Deliver targeted interventions in reading, writing, and mathematics	The EEF highlights that targeted academic support can deliver substantial gains in progress for disadvantaged pupils. The EEF identifies one-to-one tuition as having a **+5 months impact**, while small-group tuition can deliver **+4 months progress**. The EEF indicates that early language interventions yield **+6 months impact**, especially for younger pupils. The EEF recognises that social and emotional interventions support progress by addressing non-academic barriers.	Language and communication, SEMH, and lower attainment. 2, 4, 7, 8
Social-Emotional Learning (SEL): • Deliver SEL CPD to support teachers in embedding emotional and social skills development into the curriculum. • Introduce *Emotion Coaching* training for staff to enhance their ability to support pupils' emotional regulation.		
Speech and Language Support: • Work closely with the SENCO and external specialists to deliver speech and language interventions.		
Pastoral and Therapeutic Support: • Provide interventions such as *Drawing and Talking*, *Lego Therapy*, and *Rainbows Bereavement Support* to support SEMH needs.		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma-Informed Practice: • Embed trauma-informed approaches through ongoing training	Research shows that social and emotional learning programmes and trauma-informed practices improve academic outcomes and pupil well-being.	Attendance, SEMH, trauma/home life, and parental involvement. 1, 2, 6, 7

with KCA's *AA-TRIButEs programme*. • Strengthen restorative justice practices to promote positive relationships and behaviour.	Trauma-informed approaches reduce exclusions and improve engagement for vulnerable pupils The EEF states that social and emotional learning (SEL) interventions that focus on improving interaction, self-awareness, and emotional regulation can lead to **+4 months of progress**. Trauma-informed approaches align with SEL strategies by addressing underlying emotional barriers to learning.	
Zones of Regulation: • Continue to use the Zones of Regulation framework to help pupils develop emotional regulation skills.	SEL programmes, such as Zones of Regulation, foster resilience and improve focus and engagement (EEF). Interventions designed to support emotional and social competencies, such as those that teach self-regulation, are particularly effective for pupils with SEMH needs, delivering **+4 months progress** when embedded in the classroom environment.	
Attendance Initiatives: • Work with AASSA to monitor attendance, hold regular family meetings, and implement attendance contracts where needed.	Attendance strategies can reduce persistent absenteeism, which is critical for improved outcomes. Improving attendance is critical for improving learning outcomes. While there is no single evidence strand on attendance, the EEF recommends interventions that include parent engagement, mentoring, and whole-school attendance monitoring as part of an overall strategy for disadvantaged pupils. Studies suggest these approaches can positively influence outcomes when combined with targeted academic interventions.	
Parental Engagement: • Deliver workshops and resources to empower parents to support their children's learning and well-being.	The EEF highlights that parental engagement contributes an additional **+4 months progress**. The EEF identifies parental engagement as having a **+4 months impact** on pupil outcomes when parents are effectively supported to engage in their child's education. Workshops focused on specific skills, such as reading or emotional well-	

	being, are particularly impactful for younger pupils.	
Enrichment Opportunities: • Provide funding for trips, extracurricular activities, and residentials to broaden pupils' horizons.	Arts participation has been shown to support academic outcomes with a **+3 months impact**. The EEF highlights that arts participation and cultural enrichment activities can lead to **+3 months progress**. Although the direct link to academic performance may vary, such activities improve self-confidence, motivation, and engagement, which are critical for success	
Behaviour Interventions Using Restorative Justice: • Embed restorative justice practices across the school to resolve conflicts, repair relationships, and reduce exclusions. Staff will receive ongoing training to ensure consistent implementation.	According to the EEF, behaviour interventions that focus on self-reflection, de-escalation, and relationship-building lead to **+4 months progress** and a reduction in negative behaviours. Restorative practices specifically promote a positive school culture, which benefits all pupils.	
Wraparound Pastoral Support: Provide tailored pastoral care, including mentoring, targeted check-ins, and support for pupils with complex home lives. Initiatives such as breakfast clubs will ensure pupils are physically and emotionally ready to learn.	Mentoring has a **+2 months impact**, and breakfast clubs can boost attendance and readiness for learning, particularly when combined with a whole-school pastoral strategy.	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

EYFS (Early Years Foundation Stage) 2023-2024

- **National (All pupils)**: 67.7%
- **National (PP pupils)**: 52%
- **St. Michael's RCP**: 71% (all pupils), 66% (PP)
  Impact: At St. Michael's, the overall percentage of pupils reaching the expected level in EYFS is higher than the national average for all pupils (71% compared to 67.7%). The pupil premium cohort also significantly outperforms the national average for PP pupils (66% compared to 52%). This indicates effective support for pupil premium pupils in the early years and demonstrates positive progress toward closing the achievement gap.

Year 1 Phonics 2023-2024

- **National (All pupils)**: 80%
- **National (PP pupils)**: 68%
- **St. Michael's RCP**: 81% (all pupils), 73% (PP)
  Impact: St. Michael's Year 1 phonics results show a higher than national average success rate for both all pupils (81% vs. 80%) and pupil premium pupils (73% vs. 68%). This demonstrates strong phonics provision, with pupil premium pupils achieving a notable result close to the overall cohort's performance, indicating success in supporting these students.

KS1 (Key Stage 1 Outcomes) 2023-2024

- **National**: Not available
- **St. Michael's RCP Combined**: 71% (all pupils), 62% (PP)
- **St. Michael's RCP Reading**: 74% (all pupils), 54% (PP)
- **St. Michael's RCP Writing**: 71% (all pupils), 62% (PP)
- **St. Michael's RCP Maths**: 74% (all pupils), 54% (PP)
  Impact: While we do not have national comparison data for 2023-2024, St. Michael's has seen mixed results in KS1 outcomes. All pupils perform reasonably well (71% combined), but the pupil premium cohort is lagging behind at 62%. Particularly in reading and maths, the gap for PP pupils (54%) suggests that additional support is still required, with targeted interventions needed in these areas to close the gap between PP and non-PP pupils.

KS2 (Key Stage 2 Outcomes) 2023-2024

- **National (All pupils combined RWM)**: 61%
- **National (PP pupils combined RWM)**: 46%
- **National (All Pupils - Reading)**: 74%
- **National (All Pupils - Writing)**: 72%
- **National (All Pupils - Maths)**: 73%
- **National (PP - Reading)**: 62%
- **National (PP - Writing)**: 58%
- **National (PP - Maths)**: 59%
- **St. Michael's RCP**: 77% (all pupils), 68% (PP)
- **St. Michael's RCP Reading**: 84% (all pupils), 78% (PP)
- **St. Michael's RCP Writing**: 85% (all pupils), 73% (PP)
- **St. Michael's RCP Maths**: 79% (all pupils), 70% (PP)
  Impact: St. Michael's KS2 outcomes show a strong performance compared to national averages for all pupils, with 77% in combined RWM (above the national average of 61%). Pupil premium pupils have also shown significant progress, with 68% achieving combined RWM, outperforming

the national average for PP pupils (46%). The pupil premium pupils' results in reading (78%), writing (73%), and maths (70%) indicate that they are performing well, with notable gains in writing and reading. The performance gap between all pupils and PP pupils is present but narrower in comparison to national expectations.

Summary

- **EYFS**: St. Michael's has made notable progress in closing the gap in EYFS, with pupil premium pupils performing well above the national average for their cohort.
- **Year 1 Phonics**: Excellent results for both all pupils and pupil premium pupils, with phonics outcomes significantly above national averages.
- **KS1**: Although performance is strong for all pupils, the gap in KS1 for pupil premium pupils (particularly in reading and maths) indicates a need for further targeted interventions.
- **KS2**: St. Michael's pupil premium pupils are performing well across all subjects, with reading and writing outcomes particularly strong. The gap is smaller than national averages, but ongoing focus is needed to ensure all pupils achieve at or above the expected level.

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