

Pupil premium strategy statement

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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

Detail	Data
School name	St Michael's C of E Primary School, Oxford
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	From 2021-22 to 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governor's Curriculum Committee
Pupil premium lead	Rosalind Owen
Governor lead	Carinne Piekema

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,520
Recovery premium funding allocation this academic year	£ 2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,040
Total budget for this academic year	£39,040

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all children at St Michaels' to be well equipped to meet the challenges of each stage in their education. This means that we want all our children to have the secure command of reading, writing and maths that they need to fully access the school curriculum and opportunities in the wider world.

The focus of our Pupil Premium strategy is to support our disadvantaged and vulnerable children to make the academic progress they need to fully access the curriculum as well as a rich and varied range of experiences.

Central to the success of this strategy is high quality teaching in the classroom with carefully targeted additional support. We engage in high quality training for all our classroom staff – teachers and teaching assistants – for the benefits this brings to all our children. We also ensure that each classroom is well staffed, with at least one full time teaching assistant.

Our expectation is that staff know the children in their care very well and build strong relationships with them. Also, through diagnostic assessment, we aim to identify and provide children with the support that best fits their particular needs. Appropriate initiatives can be for individuals, groups, classes or the whole school.

All our staff must have the same high expectations of every child and make effective provision so that all can succeed. For the time-period covered in this report, the achievement of accelerated progress by our disadvantaged children is absolutely essential.

Challenges

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

Challenge number	Detail of challenge
	These challenges are identified through a range of evidence: assessments, observations, other data and meetings and discussions with school staff, parents and outside professionals as well as with the children themselves.
1	A number of our disadvantaged children had a low starting point when they joined the school, whether in Reception or later. Though they generally make progress at the same rate as their peers, the majority do not make the accelerated progress they need to close the attainment gap.
2	Some children from language poor households, sometimes combined with not speaking English at home, are not reaching the expected standard for reading at the end of Year 6. 44% of disadvantaged children are currently at expected standard for reading.

3	<p>Though the majority of our disadvantaged and vulnerable children remained in school throughout 2020-21, including in the lock-down, some did not. These children were less likely to engage with on-line learning and were less likely to have parental support.</p> <p>Disrupted learning over past 18 months has resulted in lower attainment in writing across the school, but only 17% of disadvantaged children are at expected standard.</p> <p>33% of disadvantaged children are at expected standard for maths.</p> <p>Teacher led tutoring (catch-up funded) in the Summer Term ensured that disadvantaged children progressed at the same rate as their peers and some reached the expected standard in some subjects.</p>
4	A number of children have challenging personal circumstances which can mean that they are not always emotionally ready to learn and which can inhibit progress.
5	Some of our children have limited access to the enrichment activities outside school that many of their peers take for granted. Along with point 4, this can also mean a reduced opportunity for social mixing with peers – eg. play dates, birthday parties.
6	Lower attendance levels for 10% of disadvantaged children has had a cumulative negative impact on their progress.
7	A third of our disadvantaged children also have Special Educational Needs, an additional barrier to their learning.

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 attainment in <u>reading</u> among disadvantaged children.	<p>Accelerated progress of target children in every year group to close gap.</p> <p>95% of children currently in Y5 and Y4 are at expected standard when they leave school in 2023 and 2024.</p>
Improved attainment in <u>writing</u> among disadvantaged children.	<p>Accelerated progress of target children in every year group to close gap.</p> <p>85% of children currently in Y5 to leave school at expected standard in 2023.</p> <p>95% of children currently in Y4 to leave school at expected standard in 2024.</p>
Improved attainment in <u>maths</u> among disadvantaged children.	<p>Accelerated progress of target children in every year group to close gap.</p> <p>85% of children currently in Y5 to leave school at expected standard in 2023.</p> <p>95% of children currently in Y4 to leave school at expected standard in 2024.</p>

Improved attendance of children, including disadvantaged, with a history of low attendance.	Whole school attendance rates maintained at above 95% for the year. No disadvantaged child to have attendance below 95%.
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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: £4,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of revised English curriculum, including focus on explicit teaching of reading. Training of all teachers and support staff.	Summarised in DfE's publication, The reading framework – teaching the foundations of literacy (July 2021) EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1, 2, 3, 7 £2,225
Development and implementation of Phonics programme. Training of all teachers and support staff. Dedicated time for Phonics Lead.	See the DfE's The reading framework – teaching the foundations of literacy (July 2021) and specifications for validated phonics schemes EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2, 3, 7 £1,330
Purchase of additional practical maths resources to support maths mastery teaching. Training of support staff.	EEF states that mastery teaching of maths in primary schools particularly where a high bar for achievement (80%) is set and children collaborate in learning.	1, 3, 7 £765

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

Budgeted cost: £23,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy - specialist intervention to support children with speech, language and communication needs.	EEF On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	2, 7 £7,068
1:1 reading support provided by ARCH: part reading fluency/comprehension and part mentoring	EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1, 2, 4 £700
Implementation of the NELI programme in Reception.	EEF Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. See: https://www.teachneli.org/ The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language. Internal assessment of children who participated in the NELI programme in 2020-21 showed they made far steeper progress than peers who did not take part in the programme.	2, 7 £2,400
Teaching Assistant led interventions – 1:1 and small group	EEF Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	1, 2, 3, 7 £13,500

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

Budgeted cost: £11,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and 1:2 support working with Domino emotional support coach	EEF On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	4, 6 £3,360
Holiday club, residential and other enrichment activities	Past in school evidence is that additional enrichment activities help boost self-esteem; give children more ideas to talk and write about; encourage positive friendships help them to learn new and enhance existing skills.	5, 6, 7 £4,560
1:1 specialist intervention by Point 5 behaviour consultant	EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. This intervention has proved very positive for other children in the school.	4, 6 £1,200
Equine Therapy	Animals can offer an extraordinary amount of emotional support. Beyond the pet-owner relationship that many of us have lovingly experienced, animals are sometimes used in therapeutic settings to help clients navigate challenging emotional experiences.	4, 7 £1,920

Total budgeted cost: £ 39,028

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.

A key aim for 2020-21 was for the youngest children in the school to make up learning lost in 2019-20 and for 85% to reach the expected standard for reading, writing and maths combined and for phonics. This target was not achieved: 73% of Year 1 and 70% of Year 2 reached the expected standard and 73% of Year 1 scored 32 and over in the 2018 Phonics Check. 77% of Reception children achieved the Early Learning Goals. Disrupted learning because of the spring lock-down did have a negative effect on attainment and progress, though all our disadvantaged children were invited to stay in school or were provided with Chromebooks so that they could join in with live teaching.

The much improved and more extensive reading scheme resources were used effectively to ensure all children in KS1, Year 3 and individual children in Years 4 to 6, had graded reading books to take home throughout the year. Many more children were heard read on a daily basis, including disadvantaged children.

Pupil premium funds were used to fund enrichment activities for specific children including music tuition, summer sports camps and the Year 6 residential trip.

External professional support from our speech and language therapist and emotional support coach continued throughout the year, though sometimes took place virtually, which is less effective.

Improvements to outdoor provision for our youngest children in Reception and Year 1 were started with positive effect. More is planned for 2021-22.

The NELI early language programme, undertaken with children in Reception, improved some of our youngest children's use and understanding of language.

All the above initiatives played some part in supporting our disadvantaged children and all did make progress in line with their peers, with the exception of one child in one subject.