

# Pupil premium strategy statement – St. Michael’s Community Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery 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
Number of pupils in school – <b>November 2024</b>	464 (2-11 years of age) 388 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	40%% (Nur – Y6) 45% (Rec – Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2023-25</b> (plan has, with some adaptations, been continued from previous plan, which was due to conclude in Summer 24)
Date this statement was published	<b>21<sup>st</sup> December 2024</b>
Date on which it will be reviewed	<b>1<sup>st</sup> October 2025</b>
Statement authorised by	D. Jobling

Pupil premium lead	D. Jobling
Governor / Trustee lead	R. G. Lowe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,688.34
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	<b>£257,688.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

It is an essential part of our school ethos that all pupils, regardless of background or ability, will achieve the very best that they are capable of during their time with us. As a school with a high percentage of disadvantaged children it is therefore essential that our pupil premium funding is spent carefully on areas that will improve outcomes, and that the success of this is measured accurately. Accordingly, the planned spend of each year's grant (including the COVID recovery grant for academic year 23-24) takes into account the research findings of the Education Endowment Foundation, as well as our professional understanding of the particular context of disadvantage at our school. This document refers to the findings of the EEF, and in particular the EEF Education toolkit, wherever possible. The website can be found at <https://educationendowmentfoundation.org.uk/>

To improve outcomes for all pupils, we intend to follow the approach recommended by the EEF and have split our strategy into three "tiers":

- 1.) High Quality Teaching
- 2.) Targeted Support
- 3.) Wider Strategies

In addition to the above, and in order to achieve our aims, we will adopt 5 key EEF "drivers" from the toolkit and embed them across all areas of school activity. Each of these well-researched areas has been carefully selected as a "best bet" for our school.

**The drivers at St. Michael's are:**

- **Oracy/Language acquisition** (EEF +6 months of progress)
  - **Effective Feedback** ((EEF +6 months of progress)
  - **Metacognition** (EEF +7 months of progress)
  - **Collaborative Learning** (EEF +5 months of progress)
  - **Use of digital technology** (See EEF Guidance report)
- The above list is not exhaustive. Other relevant areas of the EEF toolkit are referenced accordingly throughout this document if they link in to the establishment of High Quality Teaching at SMCA. An example of this would be investment in EYFS

## Challenges

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

Challenge number	Detail of challenge
1	<b>Language Acquisition/Oracy:</b> Nationally, there is a recognised gap in the knowledge and use of language between disadvantaged children and their peers, and this grows over time. Early language acquisition is essential if children are to be able to fully engage with the curriculum and apply their learning across a wide range of areas.

2	<b>Maths:</b> Along with early language acquisition, it is important that children develop the necessary levels of fluency (appropriate to age) in number, counting and mental/written arithmetic to then be able to build upon this by learning to use and apply wider mathematical concepts.
3	<b>Reading and Writing:</b> Reading and writing are life skills and act as a gateway to further learning. We need to build on the good work already done by the school in teaching phonics and encourage children to read widely and often, and to communicate confidently in writing in all curriculum areas.
4	<b>Learning Behaviours:</b> A key area where our pupils need to develop is with regard to their <i>motivation</i> to learn. This encompasses: attitudes to learning, metacognition, behaviour and self-regulation, and the ability to work collaboratively with others. We also believe that the work that the school does on SMSC (Spiritual, Moral, Social, Cultural) has a significant impact on this aspect.
5	<b>Attendance.</b> Attendance at the school is too low amongst our disadvantaged pupils. If children are not in school, they are not 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 levels of Oracy and Language acquisition in all year groups.	We will implement the Talkboost programme in all year groups from Nursery upwards to boost the acquisition and use of oral language in class and in everyday situations. Evaluations of learning and formative assessment carried out by staff in each phase will show that pupils' language skills are improving over time. This will also become evident in written work.
Improved basic skills and fluency in Maths	Evaluations of learning and formative/summative assessments will indicate that pupils will show age-appropriate fluency in times tables/division facts, the number system, counting and number bonds. Pupil data will show that maths attainment for all groups of pupils, including disadvantaged children, will improve from September baseline in July 2025.
Improved basic skills/fluency in Reading and Writing	Evaluations of learning and formative/summative assessments will show that attainment in Reading and Writing for all groups of pupils, including disadvantaged children, will improve

	from September baseline in July 2025. This rise in attainment will also be evident in written work and pupil surveys.
<b>Improved engagement with learning</b>	<p>Sustained levels of positive engagement with learning in all cohorts, demonstrated by:</p> <ul style="list-style-type: none"> <li>- Feedback from pupil/parent surveys</li> <li>- Teacher feedback</li> <li>- Observed positive learning behaviours/engagement apparent from lesson visits</li> <li>- Co-operative learning being a feature of all lessons</li> <li>- Effective metacognition strategies being used in all lessons</li> <li>- Improved attainment as shown in pupil data by July 2025, when compared to Sept baseline.</li> </ul>
<b>Improved attendance</b>	Attendance for in the 23-24 academic year, and again in the 24-25 academic year, will improve on equivalent periods from 22-23 academic year. As part of this aim, we will also endeavour to maximise the effectiveness of our engagement with targeted families.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (24-25) to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 99,339.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional teaching staff in KS2 and KS1 to boost pupil achievement</b>	<b>EEF Teaching and Learning Toolkit:</b> Additional teacher to be used to support 5 school drivers (see above) in KS1 and KS2.	1,2,3 and 4
<b>1:1 IPAD Investment</b>	<b>EEF Teaching and Learning Toolkit:</b> Additional teacher to be used to support 5 school drivers (see above) in KS1 and KS2.	1,2,3 and 4

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

Budgeted cost: £ 57,376.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Catch-up Tuition in Y6 (additional teaching assistants)</b>	Children fell behind with their learning during the Pandemic. Targeted small group tuition can help them to make up for lost learning.	2 and 3
<b>Additional TA in EYFS to support language and social skills</b>	Children in Nursery are showing signs of increased language deprivation and poor social skills due to disruption to their early development being born during the pandemic/lockdowns.	1

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

Budgeted cost: £ 106,087.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Family Support/safeguarding worker</b>	See <b>EEF toolkit: Parental Engagement</b> (+4 months), <i>Social &amp; Emotional Learning</i> (+4 months)	4 & 5
<b>Additional assistant family support/safeguarding worker</b>	See <b>EEF toolkit: Parental Engagement</b> (+4 months), <i>Social &amp; Emotional Learning</i> (+4 months)	4 & 5
<b>Additional Office capacity (personnel) - to assist above staff with associated admin and parental liaison</b>	See <b>EEF toolkit: Parental Engagement</b> (+4 months), <i>Social &amp; Emotional Learning</i> (+4 months)	4 & 5

**Total budgeted cost: £ 262,802.63**

## Part B: Review of the previous academic year (23-24)

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- For the whole cohort, pupil attainment at the end of KS2 showed an improvement in all Reading, Writing and Maths in 2024. There was also an improvement in the percentage of pupils achieving the combined RWM score, rising from 51% in 2023 to 54% in 2024 (for the cohort as a whole) compared to the national figure of 60%, which had stayed the same.
- Pupil premium headline results also improved in Reading, Maths and GPS, outperforming the wider cohort in Reading, but were otherwise lower than the percentages of expected+ for non-pupil premium children.
- **Results for our PP cohort:**
  - **Expected or above:**
  - **Reading:** 63% (Avg scaled score of 105.42) (22-23: 52%) ↑
  - **Writing:** 50% (22-23: 55%) ↓
  - **Maths:** 55% (Avg scaled score of 99.92) (22-23: 52%) ↑
  - **Combined:** 40% (22-23: 48%) ↓
  - **GPS:** 55% (Avg scaled score of 101.71) (22-23: 45%) ↑
- Pupil progress between Y2 and Y6 was not measured by the DfE due to KS1 SATs not taking place in 2020.
- Behaviour and engagement has improved over time as a result of interventions from our learning mentor and additional staff brought in to support learning. This was recognised by Ofsted in November 23, where behaviour was graded as “Good”. It has continued to be evaluated at this level in external reviews conducted since then during the current academic year.
- Weekly and termly attendance has improved for all groups of pupils over the last 12 months and persistent absenteeism has reduced. This is a result of tireless work from the staff team at the school, led by our senior family support worker, and is a trend that is continuing into the 24-25 academic year.