

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	416
Proportion (%) of pupil premium eligible pupils	44%
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)	2025- 2028 <i>(Annual Review and impact updates)</i>
Date this statement was published	1 st September 2025
Date on which it will be reviewed	1 st September 2028 <i>(Annual Review and impact updates)</i>
Statement authorised by	Mr G. Barlow
Pupil premium lead	Mrs K. Shenton

Governor / Trustee lead	Mrs S. Spence
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,686.62
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	/
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>	£245,686.62

Part A: Pupil premium strategy plan

Statement of intent

The aim of the St. Michael's Community Academy, pupil premium strategy is to sustain higher attainment for disadvantaged pupils, so it is comparable with that of non-disadvantaged pupils.

During the period of this strategy plan we will focus on the key challenges that can affect the attainment of our disadvantaged pupils. Our approach will be responsive to both common challenges and our pupils' individual needs. We will ensure we measure the impact of all our approaches and adapt appropriately.

Our expectation is that all pupils flourish regardless of background, ethnicity, disadvantage or challenges they face. Disadvantaged pupils will be challenged, supported and have access to high quality interventions through early identification of need. Through a robust whole school approach all staff will take responsibility for our disadvantaged children. Early intervention is key and all staff have a responsibility to intervene at the earliest point to better meet the needs of all children.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Improving early speech and language in EYFS and oracy development across the whole school.</i></p> <p>In the local community children enter with extremely low starting points- limited language and school must have high expectations of all children especially those in EYFS. On entry to Reception the children were baselined at 10%.</p>
2	<p><i>Ensuring our children are able to fulfil their academic potential through high quality teaching and addressing immediately any gaps in the children's learning.</i></p> <p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education is still being affected by the impact of partial school closures. These findings are backed up by a number of national studies on partial school closures.</p>
3	<p><i>Developing and extending our children's aspirations and life experiences.</i></p> <p>Through the use of technology, we aim to open opportunities for children to develop as independent and critical learners, using the format they feel is best to showcase their knowledge and understanding. A range of experiences have been planned into each year group to ensure all 6 areas (morals, personal, spiritual, cultural, physical and social) are able to develop.</p>

4	<p><i>Ensuring the social, emotional and mental health needs of our children are met.</i></p> <p>EEF research shows that social and emotional learning approaches have a positive impact, on average of 4 months additional progress in academic outcomes over the course of an academic year. More importantly, we need to ensure we have the support in place to meet a child's emotional needs, for them to feel safe, secure and ultimately able to learn. Increasing our capacity and tiered pastoral offer will ensure social and emotional needs are better met.</p>
5	<p><i>Improve attendance of all children with a focus on disadvantaged and PA.</i></p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. The attendance of all our PP children continues to be monitored and tracked to ensure they have every chance to make progress</p>

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
<p><i>Improving early speech and language in EYFS and oracy development across the whole school.</i></p>	<ul style="list-style-type: none"> - Staff model high expectations of spoken language and address/correct non-standard English - Children speak with improved levels of spoken language and fluency - Children with specific language difficulties are identified early and referred to school SALT service/NHS. - Deliver high quality staff CPD on oracy and it's importance - Rules for spoken language/oracy shared with all children - All teachers are aware of their PP children and have high expectations of spoken language.
<p><i>Ensuring our children are able to fulfil their academic potential through high quality teaching and addressing immediately any gaps in the children's learning.</i></p>	<ul style="list-style-type: none"> - All PP children's progress is tracked and gaps in learning are identified early and addressed. - Additional interventions are planned to ensure PP children make progress.

	<ul style="list-style-type: none"> - PP children have access to short, sharp and small group intervention to boost academic progress.
<i>Developing and extending our children's aspirations and life experiences</i>	<ul style="list-style-type: none"> - All children have SMCA cultural capital passport/scrapbook/memory book to capture experiences during their time at school - Staff allow time for children to update scrapbooks. - PD lead carefully plans trips, visits and experiences to ensure PP children have a wide range of opportunities. - PP children have experiences of local business visitors and wider opportunities to raise aspirations (<i>Career Days/World Cultural Day/Crucial Crewe</i>)
<i>Ensuring the social, emotional and mental health needs of our children are met.</i>	<ul style="list-style-type: none"> - Targeted PP children have ELSA support in school from a trained practitioner. - SEMH children are supported through pastoral offer/nurture provision/SWANS/Creative Action Team and feel safe and secure in school. - PP children have access to enhanced pastoral/behaviour support in school (Operation Behaviour lead/Assistant Family Support Worker) - Any PP children with SEMH need have access to key adults in school or external agency.
<i>Improve attendance of all children with a focus on disadvantaged and PA.</i>	<ul style="list-style-type: none"> - Staff are fully aware of which PP children are not on track at 96% or above and communication is made regularly with parents and monitoring carried out by Attendance officer and EWO. - Where children are not at 96% attendance there is evidence of supporting families to improve over time.

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: £ 94,358.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff in UKS2	EEF Teaching and Learning Toolkit: Additional teacher to be used to support 5 school drivers (see above) in Y2	2,3 and 4
EYFS Oracy/Speech and language/ CPD and external support	DFE research and report: “ <i>Investigating the role of language in children’s early educational outcomes</i> ” https://assets.publishing.service.gov.uk/media/5a7b67a5e5274a319e77f135/DFE-RR134.pdf	1,2,3 and 4

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

Budgeted cost: £ 60, 790.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Intervention lead	EEF- Teaching assistants Interventions <i>Value added up to 5 months.</i>	2 and 3
ELSA and wider external expertise to support pupil well being	Research driven pastoral support and short interventions and parental partnerships. https://tinyurl.com/3353m96n	1,3 and 4

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

Budgeted cost: £90, 537.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support/Pastoral offer/Operational lead	See EEF toolkit: <i>Parental Engagement</i> (+4 months), <i>Social & Emotional Learning</i> (+4 months)	3,4 and 5

<p>Access to external support for Attendance systems (Inclusive Attendance Approach)</p>	<p>Ensuring all staff are working towards the new government statutory guidance- Working together to improve attendance https://tinyurl.com/373janyz</p> <ul style="list-style-type: none"> - Key tracking of PP and vulnerable groups. <p>Inclusive attendance audit and tracking systems.</p>	<p>2,3 and 5</p>
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Total budgeted cost: £ £245,686.62

Part B: Review of the previous academic year

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:

Total PP children cohort 2024/25: 31/58 children - 53.4%

Results for our PP cohort:

Expected or above:

Reading: 11/31 - 35%

Writing: 14/31 - 45%

Maths: 10/31 - 32%

Combined: 5/31 - 16%

Greater Depth:

Reading: 1/31 - 3%

Writing: 1/31 - 3%

Maths: 0

Combined: 0%