

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

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	457 (inc Nursery) 391 Rec – Y6
Proportion (%) of pupil premium eligible pupils	48.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-24
Date this statement was published	16 th December 2022
Date on which it will be reviewed	4 th July 2023
Statement authorised by	Mr D. Jobling
Pupil premium lead	Mr D. Jobling
Governor / Trustee lead	Mr R. G. Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,525.00
Recovery premium funding allocation this academic year	£22,185.00
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£250,710.00

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 this year's grant (including our COVID recovery grant) 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	Language Acquisition/Oracy: 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	Maths: 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 in order to then be able to build upon this by learning to use and apply wider mathematical concepts.
3	Reading and Writing: 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	Learning Behaviours: 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.
5	Attendance. 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 <i>Oracy</i> and <i>Language</i> acquisition in all year groups.	We will implement the <i>WordAware</i> programme in all year groups from Nursery upwards in order 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 2022.
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 2022. This rise in attainment will also be evident in written work and pupil surveys.

Improved engagement with learning	<p>Sustained levels of positive engagement with learning in all cohorts, demonstrated by:</p> <ul style="list-style-type: none"> - Feedback from pupil/parent surveys - Teacher feedback - Observed positive learning behaviours/engagement apparent from lesson visits - Co-operative learning being a feature of all lessons - Effective metacognition strategies being used in all lessons - Improved attainment as shown in pupil data by July 2022, when compared to Sept baseline.
Improved attendance	<p>Attendance for Spring 2022 and Summer 2022 will improve from Autumn 2021 figures (these have been affected by Pandemic disruption). As part of this aim we will also endeavour to maximise the effectiveness of our engagement with targeted families.</p>

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: £50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher in UKS2 (two terms)	EEF Teaching and Learning Toolkit: Additional teacher to be used to support 5 school drivers (see above) in Y2	1,2,3 and 4
iPad Lease costs (1 Year)	EEF Guidance Report: <i>Using Technology to Improve Learning</i>	2, 3 and 4
iPad Showbie Licenses	EEF Guidance Report: <i>Using Technology to Improve Learning</i>	2, 3 and 4

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

Budgeted cost: **£156,300.00** (*inc.on-costs*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff	EEF Teaching and Learning Toolkit: Additional teaching Assistants to be used to support 5 school drivers (see above) in each phase of school EYFS/KS1/LKS2/UKS2.	1, 2, 3 and 4
Speech and Language	EEF Toolkit: <i>Oral Language Interventions</i> (+ 6 months)	1, 2 and 3
Learning Mentor	EEF Toolkit: <i>Behaviour Interventions</i> (+ 4 months), <i>Mentoring</i> (+ 2 months), <i>Parental Engagement</i> (+ 4 months) and <i>Social/Emotional Learning</i> (+ 4 months)	4 and 5

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

Budgeted cost: **£55,700.00** (*inc on-costs*)

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

Total budgeted cost: £ 262,000.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for pupils at a national and local level (although these comparisons are to be considered with caution given the caveats stated above).

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has not grown significantly since the start of the pandemic, and performance in each subject was broadly similar in our Y6 cohort. However, the gap has not significantly narrowed either and, each of

the cohorts in the rest of the school, disadvantaged pupils are outperformed by their peers.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence 21% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that, on the whole, pupil behaviour improved last year. Fixed-term exclusions are low in comparison to the pre-pandemic period, and are limited to a tiny minority of the school population, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. This is evident in work that the school has done this Autumn to survey our older pupils with the assistance of colleagues in the local authority.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Powermaths	Pearson
Pathways to Read/Write	The Literacy Company
Cornerstones Maestro curriculum tool	Cornerstones Education
Teach Computing	Magpie Education

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We spend our Service pupil premium funding as an integral part of our wider PP allocation. We have two siblings who qualify, and they are permanently resident in our school locality with no additional support needed to help them to adjust to moves around the country.
The impact of that spending on service pupil premium eligible pupils
See above commentary.

Further information (optional)

We have a wider range of strategies in place as a part of our overall school offer that are not funded by Pupil/Recovery premium, but which supplement the aims of the work that we are doing to improve outcomes for our disadvantaged pupils.

These strategies include:

- **Excellent CPD and Training:** We work very closely with Bart's Training and Support Alliance through our MAT, and have access to a wide range of excellent courses and CPD programmes in order to support teacher development and, in particular, the 5 drivers of High Quality Teaching that are listed above.
- **Subsidised school trips:** we provide free transport to and from school trips and activities in order to ensure that cost is not an issue for any of our families
- **High quality extra-curricular activities:** We offer a wide range of sporting, academic and creative after-school activities free of charge to all pupils throughout the year
- **Specialist sports and outdoor education provision:** The school employs specialist instructors for both PE and Forest Schools/Outdoor Education
- **IQM Centre of Excellence:** We are an accredited IQM centre of excellence for inclusion and devote a significant amount of our resources into ensuring that our inclusion practice is of the highest standard. Disadvantaged pupils derive particular benefit from the school's work in this area. We had our Centre of Excellence status renewed in June 2022 following a two-day review.
- **Free Breakfast Club for all pupils:** This commenced in March 2022 following our acceptance on the National School Breakfast Programme. There is a good evidence base to suggest that providing breakfasts and pre-school supervision to disadvantaged pupils leads to improvements in behaviour, attendance and academic achievement.