



Pupil premium strategy statement

School overview

Detail	Data
School name	St Michael's CEP, Tenterden
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	16 th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sara Williamson and Jo Paskhin Co-Headteachers
Pupil Premium lead	Elaine Stanford SENCo
Governor / Trustee lead	Hilary Honeysett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52 380
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£52 380

Part A: Pupil premium strategy plan

Statement of intent

Whoever they are and wherever they are from, all pupils flourish at St Michael's and achieve their potential. We support our disadvantaged and vulnerable pupils to achieve that goal, with all children making good progress no matter what their starting points.

Leading with quality-first teaching, we will address each child's strengths and weaknesses and support them appropriately, so that no child leaves St Michael's without basic literacy and numeracy skills. We acknowledge that there is an attainment gap for some of our disadvantaged pupils and our intention is to ensure that the progress of these children is accelerated wherever possible.

We ensure that disadvantaged children are challenged in the work that they are set and we act early to intervene at the point need is identified.

In line with our school vision, staff have high expectations of all pupils and take responsibility for raising the attainment of our most vulnerable children using Mainstream Core Standards.

Challenges

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

Challenge number	Detail of challenge
1	Assessments of children indicate that reading in Year 3 and Year 5 is a concern, with only 37% of disadvantaged children reaching age related expectations, as opposed to 57% non-disadvantaged.
2	Assessments determine that 43% of our disadvantaged children across KS2 are working at age expectations in writing. 73% of non-disadvantaged children are working at this level.
3	Maths data for years 3, 4 and 5 shows that disadvantaged children are not performing as well as their peers. 59% of disadvantaged children are working at expected levels in maths, whilst for non-disadvantaged this figure is 79%.
4	Baseline assessments in EYFS suggest that speaking and listening is a concern amongst our disadvantaged with only 25% expected to reach GLD.

5	<p>We have found that a number of our children are suffering with heightened stress and anxiety and poor wellbeing scores as recorded from YouHue in KS2. This is particularly true of our disadvantaged pupils. Of the children receiving play therapy, 86% are Pupil Premium children.</p> <p>Of those families receiving support from our FLO, more than 50% are Pupil Premium children.</p>
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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
Reading	50% of disadvantaged pupils will reach expected levels in reading in Years 3, 4 and 5, with improved fluency
Writing	KS2 survey will show an improved attitude towards writing.
Maths	Pupils in Year 5 will have improved outcomes in maths with a target of 75%
EYFS	By the end of the academic year, the number of Pupil Premium children achieving expectations in speaking and listening will rise to 50%.
Wellbeing	Disadvantaged children with SEMH will score more highly on their wellbeing.

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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Years 3, 4 and 5 - reading incorporating fluency assessments.</p> <p>Additional phonic support for identified children</p>	<p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with literacy. The first step is to accurately diagnose capabilities and difficulties and match pupils to appropriate evidence informed interventions such as Toe by Toe, Hornets, Word Wasps and 5 Minute Box.</p> <p>Develop pupils' fluency through</p> <p>a) guided reading oral reading instruction and b) repeated reading.</p> <p>Teachers model fluent reading then pupils read the same text aloud with appropriate feedback.</p> <p>Pupils re-read a short and meaningful passage a number of times until they reach a suitable level of fluency.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1
<p>Embed new writing scheme across the school.</p> <p>Handwriting and spelling improves though targeted intervention.</p>	<p>Pupils are given a reason to write and someone to write for. Opportunities are given to write for different purposes and audiences.</p> <p>Writing composition strategies are taught through modelling and supported practice.</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice.</p> <p>Structured lessons in Revising and Editing</p> <p>Promoting fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1704704464</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1704711535</p>	2
<p>Children have understanding of basic mathematical concepts</p> <p>Additional interventions in place for identified pupils</p>	<p>Children use a range of strategies to recall number facts at speed.</p> <p>Identified children are supported through White Rose Fluency Bee as well as pre-teaching and post-lesson catch up sessions.</p> <p>The maths scheme used promotes a small steps approach and use of manipulatives though to Year</p>	3

<p>Use of maths mastery concepts and a small steps approach</p>	<p>6. This provides a level of independence for all children.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1704703726</p>	
<p>Children understand how to listen carefully and know why listening is important. Children are able to articulate their thoughts and ideas in well-formed sentences</p>	<p>The NELI programme improves children's oral language and early literacy skills through scripted individual and small group language teaching</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	4
<p>Build respectful and constructive relationships, able to express their feelings and consider the feelings of others Identify and moderate their own feelings, socially and emotionally</p>	<p>Children are identified for intervention. Give children strategies for</p> <ul style="list-style-type: none"> • staying calm in the face of frustration • encourage them to think about their own feelings and those of others • enable them to recognise when their behaviour is not in accordance with the school rules • teach turn taking • modelling and high expectations <p>Use of Zones of Regulation to support children's emotional literacy.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1704688881</p>	4, 5

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

Budgeted cost: £30 180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups in reading, writing and maths	<p>Intervention will make an impact if it is additional to and explicitly linked with normal lessons – pre-teaching and short term intensive catch up sessions employed.</p> <p>Quality First teaching using Mainstream Core Standards and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress.</p> <p>Audit of processes and procedures to evaluate the impact of current practice has identified greater need for implementing targeted programmes by TAs/HLTA</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-highquality-teaching</p>	1, 2, 3
Play therapy, Drawing and Talking, ELSA	<p>We have had great success with play therapy, Drawing and Talking and ELSA in changing the wellbeing levels of our students over the past few years and believe this is a vital way to support children with anxiety and stress.</p>	4, 5

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

Budgeted cost: £16 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy, ELSA, Drawing and Talking	<p>To increase pupils well-being, aspirations for wanting to learn and to 4 5 develop positive attitudes towards learning. Has great success with changing the wellbeing levels of our students over the past few years and we believe this is a vital way to support children with anxiety and stress.</p>	4,5

<p>FLO working with parents and parents having a shared priority to deliver the best outcomes for their children.</p> <p>Training for FLO and SENCo in bereavement counselling, trauma informed, providing nurture provision Small groups and workshops for those children requiring these services</p> <p>Trips and visits/uniform Supporting disadvantaged to take a full place in the school community</p>	<p>There is an established link between the home learning environment at all ages and children's performance at school with schools</p>	<p>4</p>
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Total budgeted cost: £ 52 380

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 2022 to 2023 academic year.

<p>Reading</p>	<p><i>50% of Year 3 disadvantaged reached expected levels in reading.</i></p> <p><i>25% of Year 4 disadvantaged reached expected levels in reading .</i></p> <p><i>38% of Year 5 disadvantaged pupils reached expected levels in reading</i></p>
<p>Writing</p>	<p><i>Year 3 disadvantaged writing at expected - 17%</i> <i>Year 4 disadvantaged writing at expected – 13%</i> <i>Year 5 disadvantaged writing at expected – 38%</i></p> <p><i>None of these children were expected to reach these standards in Term 1 and most had improved attitudes to writing by Term 6.</i></p>
<p>Maths</p>	<p><i>33% of Year 3 disadvantaged pupils reached expected levels in maths in Term 6</i> <i>38% of Year 4 disadvantaged pupils reached expected levels in maths in Term 6</i> <i>8% of Year 5 disadvantaged pupils reached expected levels</i></p>

	<i>in maths in Term 6</i>
EYFS	<p><i>Results for EYFS in speaking and in listening were 100% - an excellent improvement from their starting points.</i></p> <p><i>Outcomes in Building Relationships did not increase.</i></p>
Wellbeing	<i>Many disadvantaged children with SEMH scored more highly on their wellbeing using Boxall profiling.</i>