

Pupil premium strategy statement

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 CEP, Tenterden
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	26 th November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sara Williamson Executive Headteacher
Pupil Premium lead	Elaine Stanford SENCo
Governor / Trustee lead	Jo Vos

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040
Recovery premium funding allocation this academic year	£5,800
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	£48,840

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 will be utilising the National Tutoring Programme to support the learning of the children whose learning has been most greatly affected by the pandemic, selecting these children through robust assessment. This may also include non-disadvantaged pupils.

We ensure that disadvantaged children are challenged in the work that they're set and that 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.

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 early reading and phonic skills are poor. This is particularly evident in Year 1, 2 and 3 children, who have missed much of their formative learning due to the pandemic.
2	Assessments determine that 46% of our disadvantaged KS2 children have low reading ages and are working below age expectations. 31% of non-disadvantaged children are working at this level.
3	Data and assessments suggest that maths attainment of our most disadvantaged pupils is below that of their peers. 57% of these children are working below age expectation. Many of these children did not take part in online learning during lockdown.
4	We have found that a number of our children are suffering with heightened stress and anxiety as a result of the pandemic and poor wellbeing scores as recorded on Boxall profiling. This is particularly true of our disadvantaged pupils. Of the children receiving play therapy, 58% are Pupil Premium

	children. Of those parents supported by our FLO, 58% are Pupil Premium families.
5	Assessments and observations of children show that many disadvantaged children have poor gross and fine motor skills. This is particularly evident in our early years and KS1 children.

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
Early reading and phonics	40% of disadvantaged will pass the Year 1 Phonics Screening check 50% of Year 2 disadvantaged will reach expected levels in the end of Year Reading SATS Year 3 disadvantaged - reading fluency enabled
KS2 reading (Years 4-6)	Beginning of the year and end of year questionnaires show that attitudes to reading are improved in disadvantaged. Minimising the difference for disadvantaged children in Years 3-6
Maths	By the end of the academic year, the number of Pupil Premium children reaching age related expectations in maths will be 58% (currently 44%).
Wellbeing	Disadvantaged children with SEMH will score more highly on their wellbeing using Boxall profiling.
Motor Skills	Visible improvements in handwriting for these children.

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for new staff in RWI	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Release time for training in Mastering Number and FirstClass@Number 1 and 2	This intervention provides intensive support for pupils struggling with maths. Pupils who receive 1stClass@Number make two months' additional progress in maths, although disadvantaged children make no additional progress: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber	3

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

Budgeted cost: £13,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups in phonics, reading and maths	<p>Intervention and small group tuition 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>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>Quality First teaching and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress 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-high-quality-teaching</p>	1, 2, 3
Tutoring	Small group tutoring provided in line with National Tutoring Programme for children in Year 1	1

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

Budgeted cost: £27,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy	To increase pupils well-being, aspirations for wanting to learn and to	4

	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.	
Interventions in Fizzy Hands and Clever Hands	The FIZZY and Clever Hands Programmes are recommended by occupational therapy as programmes for schools to use to assist in the development of motor skills for those children who find this challenging. https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/	5
FLO working with parents	There is an established link between the home learning environment at all ages and children's performance at school with schools and parents having a shared priority to deliver the best outcomes for their children.	4
Training for FLO and SENCo in bereavement counselling, trauma informed, providing nurture provision	Small groups and workshops for those children requiring these services	4
Trips and visits/uniform	Supporting disadvantaged to take a full place in the school community	4
Pastoral support		4

Total budgeted cost: £ 48 840

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.

Increasing the number of children reaching the required standards across the curriculum

Results in all curriculum areas have dropped as a result of the pandemic, particularly in KS1 and Year 3.

Increasing wellbeing and positive attitudes to learning

Some children have increased anxiety and well-being issues due to lockdown and there remain many children who still require support in this area.

Increased parental engagement

FLO and teaching staff built up strong relationships with most vulnerable families over lockdown, although many workshops were unable to take place.

Attendance decreased as a result of the pandemic.