

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	St Michael's CEP, Tenterden
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	16 th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sara Williamson Executive Headteacher
Pupil Premium lead	Elaine Stanford SENCo
Governor / Trustee lead	Hilary Honeysett

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£5,832
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	£55 597

Part A: Pupil premium strategy plan

Statement of intent

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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 years 1, 3 and 4 is a concern, with 28% of disadvantaged children at age related expectation as opposed to 71% non-disadvantaged.

2	Assessments determine that 41% of our disadvantaged children across KS1 and KS2 are working at age expectations in writing. 71% of non-disadvantaged children are working at this level.
3	Baseline assessments in EYFS suggest that speaking and listening are a concern amongst our disadvantaged children with 25% on track to achieve GLD in speaking and 38% in listening. For the non-disadvantaged this is 47% and 65% respectively. Building relationships is a further concern with 50% on track as opposed to 76% of non-disadvantaged.
4	We have found that a number of our children are suffering with heightened stress and anxiety and poor wellbeing scores as recorded on Boxall profiling. This is particularly true of our disadvantaged pupils. Of the children receiving play therapy, 50% are Pupil Premium children. For those receiving Drawing and Talking, 40% are Pupil Premium and ELSA, 75% are Pupil Premium. Of those families receiving support from our FLO, more than 50% are Pupil Premium children.
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
Reading	40% of disadvantaged will reach expected levels in reading with improved fluency
Writing	KS2 survey will show an improved attitude towards writing
EYFS	By the end of the academic year, the number of Pupil Premium children achieving expectations will increase to 40% in speaking, 50% in listening. Building Relationships will reach 60% at expected levels
Wellbeing	Disadvantaged children with SEMH will score more highly on their wellbeing using Boxall profiling.
Motor Skills	Visible improvements in handwriting

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: £ 12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff in RWI	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p>	1
Years 3 and 4 - reading incorporating fluency assessments. Additional phonic support for identified children	<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.</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
Pupils are able to write using a process made up of five components	<ol style="list-style-type: none"> 1. Planning 2. Drafting 3. Revising 4. Editing 5. Publishing <p>Pupils are given a reason to write and someone to write for. Opportunities are given to write for different purposes and audiences.</p>	2
Children understand how to listen carefully and know why listening is important. Children are able to articulate their thoughts and ideas in	<p>The NELI programme improves children's oral language and early literacy skills through scripted individual and small group language teaching</p>	3

well-formed sentences		
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	Give children strategies for <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 	3

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

Budgeted cost: £19 112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups in phonics, reading and writing	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-target-ed-academic-support 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 https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-highquality-teaching	1, 2
Tutoring	Small group tutoring provided in line with National Tutoring Programme for children in Year 3	1, 2
Play therapy	We have had great success with play therapy 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.	4

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

Budgeted cost: £24 485

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 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.	4
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 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	There is an established link between the home learning environment at all ages and children's performance at school with schools	4

Total budgeted cost: £ 55 597

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 2021 to 2022 academic year.

Early Reading and Phonics	<p><i>100% of disadvantaged passed the Year 1 Phonics Screening Check</i></p> <p><i>25% of Year 2 disadvantaged reached expected levels in Year 2 Reading SATs</i></p> <p><i>63% of Year 3 children improved in their reading fluency according to teacher fluency assessments.</i></p>
KS2 Reading (Years 4-6)	<p><i>75% of disadvantaged children reached ARE in Reading in Years 4-6, compared to 74% non-disadvantaged.</i></p> <p><i>25% of disadvantaged children attained Greater Depth in Reading in Years 4-6, compared to 18% non-disadvantaged.</i></p>
Maths	<p><i>By the end of the academic year, the number of Pupil Premium children reaching SRE in maths remained at 44%</i></p>
Wellbeing	<p><i>Some disadvantaged children with SEMH will score more highly on their wellbeing using Boxall profiling.</i></p>
Motor Skills	<p><i>Handwriting in the disadvantaged has improved.</i></p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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