

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 Nursery and Infant School
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021-2022, 2022-2023, 2023-2024
Date this statement was published	22/11/21
Date on which it will be reviewed	July 2022
Statement authorised by	Candice Regan
Pupil premium lead	Candice Regan
Governor / Trustee lead	Stacey Hudson Paulina Wieczorek

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£2000
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	£19,485

Part A: Pupil premium strategy plan

Statement of intent

This plan sets out our tiered approach and ensures that the achievement and well-being of children from disadvantaged backgrounds continues to be given high priority in our school. We draw upon guidance from the Education Endowment Foundation which promotes a tiered model to improvement that focuses on high quality teaching, targeted academic support and wider strategies to address barriers to learning.

Tier 1: There is no doubt that high quality teaching remains the most important tool that schools have in improving outcomes for pupils. This was true before the pandemic and it will be true when this is over. Providing high quality teaching for all pupils is the priority in our school. We ensure that every class has a highly effective teacher that is being supported to keep improving, whatever the stage in their career.

Tier 2: Providing targeted support for vulnerable pupils to close the attainment and progress gap. Alongside high-quality teaching, there should be one to one and small group tuition targeted at those pupils who need it the most. These interventions need to be explicitly linked to the content of daily lessons to support pupils in accessing the curriculum for their cohort with an emphasis on 'keep up' not 'catch up'.

Tier 3: Developing strategies that address the full range of non-academic barriers to success in school including attendance, behaviour and social and emotional development.

Challenges

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

Challenge number	Detail of challenge
1	Exposure to high quality play and vocabulary has been limited for many pupils.
2	Pupil engagement with phonics teaching during lock-down 2021 was variable. Some have continued to make progress but others have not moved on or have forgotten sounds. Pupil engagement with phonics teaching on Class Dojo was variable.
3	Many children have not been read to or read themselves during lockdown for a number of reasons.
4	Pupil engagement with remote learning was variable and some pupils failed to make expected progress during lockdown 2021.
5	Disadvantaged pupils face typical barriers to 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
To address gaps in knowledge in the prime areas of learning in the Early Years Foundation Stage.	Profile PSED and C&L outcomes are in line with national average; July 2022
To address gaps in phonic knowledge for pupils in Years 1 and 2.	PSC standards are at least in line with national average in autumn 2021 (Y2) and June 2022 (Y1).
To increase pupil engagement with books.	Pupils are offered a wide range of opportunities to engage with books.
To address gaps in knowledge in Literacy in KS1.	Y2 pupils to reach standards which are at least in line with national average by July 2022. PSC standards are at least in line with national average in autumn 2021 (Y2) and June 2022 (Y1).
To address gaps in knowledge in maths in KS1.	Y2 pupils to reach standards which are at least in line with national average by July 2022.
To remove typical barriers to learning faced by our disadvantaged pupils.	Attendance rates for Disadvantaged Pupils in each year group are in line with national average (96%).

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: £14,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued consistent use of our SSP programme	<p>There is a secure evidence base which confirms that adopting an SSP programme is the most effective strategy in teaching young children to read. (EEF)</p> <p>Reading Leader has one half day each week to ensure effective implementation of our SS programme.</p> <p>From autumn 2, an additional ten minute 'best fit' Speed Sound lesson daily for all pupils on RWI phonics (Virtual Classroom am).</p> <p>Use of Pinny Time to practise sounds until one to one sessions are established after assessment.</p> <p>Additional staff to keep groups small.</p> <p>(£4796)</p>	1, 2, 3, 4
Talk Through Stories (RMT) from spring 1 2022 in EYFS and KS1	<p>The programme helps pupils to broaden their vocabulary and develop their wider understanding of language.</p> <p>Sessions timetabled</p> <p>Training for staff</p> <p>(£400)</p>	1, 3, 5
Implementation of 'Number Fluency' programme (North West Maths Hub)	<p>This will provide a solid foundation for Maths Mastery in KS1.</p> <p>Daily sessions</p> <p>Training release time</p> <p>Maths Lead release time</p> <p>(£1200)</p>	4

<p>High quality training and ongoing support for staff</p>	<p>Training and subsequent support in the form of coaching has a positive impact upon the quality of teaching.</p> <p>New staff to complete RWI training started earlier.</p> <p>Development Day from SSP provider.</p> <p>Ongoing coaching and feedback.</p> <p>Weekly practice sessions/training.</p> <p>(£700)</p>	<p>2, 3</p>
<p>Regular assessment to identify gaps and group pupils</p>	<p>Knowing what learning has been lost or misunderstood is integral to supporting high quality teaching and accelerating progress.</p> <p>All pupils assessed weeks beginning 06.09.21 and 13.09.21 then assessed and regrouped half termly.</p> <p>(£5396)</p>	<p>1, 2, 3, 4, 5</p>
<p>Use of Virtual Classroom</p>	<p>Parental engagement and regular practice at home has a positive impact upon pupil progress.</p> <p>After regrouping, Virtual Classroom lessons to be shared with parents on Class Dojo.</p> <p>(£700)</p>	<p>2, 4</p>
<p>Daily story time</p>	<p>Children who are exposed to lots of stories develop the ability to pay attention, they are able to empathise and learn different perspectives. They also expand their imagination and broaden their vocabulary, all without any explicit teaching.</p> <p>Each class to identify time each day for a story.</p> <p>(£150)</p>	<p>1, 3, 4, 5</p>

<p>Use of RWI Spelling.</p>	<p>High quality sessions that teach phoneme-grapheme correspondence and word families.</p> <p>Timetable 15 minutes daily once children have completed the SSP programme.</p> <p>Training for staff.</p> <p>(£100)</p>	<p>2, 4</p>
<p>Continued consistent use of the RWI storybooks programme from Year 1 to Year 2.</p> <p>Daily Handwriting practice.</p>	<p>Attainment in reading and writing at Key Stage 1 is above national average following implementation of the Storybook programme (RWI Literacy).</p> <p>Literacy Leader has half a day each week to ensure effective implementation of the programme.</p> <p>Storybook training for new staff.</p> <p>Regular coaching and feedback for staff.</p> <p>(included above)</p>	<p>1, 2 3, 4</p>
<p>Continued consistent use of Maths Mastery (Primary Stars) for daily maths lessons.</p>	<p>Research has found that mastery learning approaches in maths are effective and are good strategies for narrowing the gap. (EEF)</p> <p>White Rose Maths (Primary Stars) meets DfE criteria for high quality programmes to support teaching for mastery.</p> <p>Maths leader release time each half term to ensure effective implementation of the programme.</p> <p>Maintain high quality resources. In school training for all new staff.</p> <p>Regular coaching and feedback for staff.</p> <p>(£150)</p>	<p>4, 5</p>
<p>Use of motivational practice apps.</p>	<p>Evidence shows that where technology is used to supplement teaching, moderate gains in progress can be achieved, particularly in maths. (EEF)</p> <p>Use of Purple Mash to support acquisition of addition, subtraction, multiplication and division facts in school.</p>	<p>2, 4</p>

	Access to the programme at home. (£600)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary Boost Programme; NELLY	<p>Studies of oral language interventions show positive impact of around five months additional progress. (EEF)</p> <p>Evidence shows that, on average, children make six months progress after a nine-week intervention, helping to narrow the gap.</p> <p>Identify vulnerable pupils early and timetable weekly sessions for vocabulary intervention programme.</p> <p>(£803)</p>	1, 2, 3, 4, 5
Targeted 1:1 phonics intervention for pupils at risk of falling behind.	<p>1:1 Tutoring can be effective in delivering, on average, about five months additional progress. (EEF)</p> <p>We have been providing 1:1 intervention for RWI since we started using the programme and our PSC results were above national average.</p> <p>Half termly assessments used to identify pupils requiring 1:1 intervention.</p> <p>Additional member of staff.</p> <p>(£3800)</p>	2, 4, 5
Additional literacy and maths catch up sessions timetabled.	<p>Significant evidence shows that high quality small group intervention can be a powerful tool in supporting pupils who are not making expected progress.</p> <p>Each cohort will identify vulnerable pupils and allocate time for catch up sessions.</p>	2, 4, 5

	<p>Additional staff allocated to cohorts where needed.</p> <p>W/R/M training in supporting vulnerable pupils.</p> <p>(£200)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Poverty Proofing our school.	<p>Many of our pupils' face barriers to learning and experience in school because of a lack of financial resource.</p> <p>Carry out a 'poverty proofing' audit.</p> <p>Complete action plan for improvement.</p> <p>(£50)</p>	5
Rigorous focus on pupil attendance with Attendance Lead in post.	<p>Overall attendance for disadvantaged pupils has risen since the appointment of our Attendance Lead.</p> <p>First day response to non-attendance.</p> <p>Termly attendance alerts.</p> <p>Focused work with families of pupils at risk of attendance disadvantage.</p> <p>Signposting for health and well-being services.</p> <p>(£380)</p>	5
Rigorous focus on parental engagement with Pastoral Support Worker in post.	<p>The association between parental engagement and a child's academic success is well established.</p> <p>Parent workshop on teaching early reading.</p> <p>Termly pupil progress meetings with parents.</p> <p>Pastoral support worker to contact those difficult to engage families.</p> <p>(£50)</p>	5

Total budgeted cost: £19,475,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.