



St. Michael's
Catholic Primary School

St Michael's Catholic Primary School

Pupil Premium Grant - Strategy Statement 2022-2025

Pupil Premium Strategy Statement

School Overview 2022/2023	
Total number of pupils on roll	241
Proportion (%) of pupil premium eligible pupils	52%
Total number of pupils eligible for PPG	125
Amount of PPG received	£168,835
Service children PPG	None
Funding Overview 2022/2023	
Pupil premium funding allocation this academic year	£168,835 (Financial April 2022)
Recovery Premium funding allocation this academic year	£8591
PPG Carried forward from previous years	£0
Total budget for this academic year	£1774.26

Statement of Intent

We have high aspirations for all children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish. We believe that there are no limits to what our children can achieve and that no child should be left behind. We are determined that our children are given every chance to realise their full potential. We aim to ensure that our disadvantaged pupils achieve progress and attainment in line with their peers. We are committed to spending pupil premium funding to enable maximum effect.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

In order to meet these requirements, the Governing body of St Michael's Catholic Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the need of all pupils. This is based on;

- Quality first teaching

- Behavioural and pastoral support
- Mental health and well being
- Promoting good attendance
- Providing enrichment opportunities

We aim to achieve this by;

- Providing a knowledge-rich curriculum which is centred on knowing where children are in their learning so that all can make progress.
- High expectations for learning behaviour for all children. We have a strong pastoral child-centred support programme which responds to individual needs.
- Supporting all children to further develop their own mental health and well-being.
- Promoting the impact of good attendance with effective support in place.
- Enrichment opportunities extending beyond the classroom to enable our children to experience a range of artistic, creative and sporting activities. This contributes to our broad and balanced curriculum which is accessible to all.

When making decisions about using Pupil Premium funding St Michael's recognises that it is important to consider the context of our school and the subsequent challenges faced.

We recognised that common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Challenges

The following details the key challenges to achievement that we have identified among our disadvantaged children

- Reading support - for disadvantaged children and its implications on writing.
- Writing support - to build writing stamina with a focus on extending their vocabulary.

- SEND - Some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children need speech and language intervention.
- Pastoral care - Pupils emotional well-being, social and behavioural needs preventing children being in a position to be able to make progress and their readiness to learn.
- A need to address low self-belief and confidence levels in many pupils eligible for the Pupil Premium
- Individual barriers to learning as a result of family circumstances, lack of parental support, social or emotional wellbeing difficulties.

Intended Outcomes

This details how our pupil premium will be allocated this academic year to address the challenges listed above along with our success criteria.

Intended Outcomes	Success criteria
To ensure all PPG pupils have extra opportunities to read on a daily basis with school staff.	PPG children meet the expected level for reading and make good progress
To close the word gap for PPG children in EYFS and KS1	PPG children will broaden their vocabulary through speech and language provision and use of an external consultant
To achieve and sustain improved attendance for all PPG pupils.	PPG children have a minimum of 97% attendance.
To achieve and sustain improved wellbeing for all PPG pupils.	Outcomes from pupil discussions and surveys show sustained positive levels of wellbeing.
To provide opportunities for enrichment	Children provided with enriched opportunities to extend their understanding of the curriculum, this includes additional sports coaches, Spanish Teacher and Music lessons and both visits and visitors to school. We will also provide a reduction in payments for school visits and residential visits with links to national curriculum
To employ TA's to provide small group tutoring and 1:1 for FSM children currently working below age related expectation in Literacy and Numeracy, implementing immediate feedback on learning	Increase the attainment of PP children across Key Stage 1 and Key Stage 2 in Reading, Writing and Maths

<p>School tutoring programme to continue to deliver effective interventions.</p>	<p>Having analysed our cohorts we have identified that the Year 2 and 3 cohorts need support to address gaps in Maths and reading and subsequent interventions will be used.</p> <p>In addition, we have identified that Maths and Writing within other year groups have some gaps that could be effectively addressed through intensive tuition - this will be supported through the delivery of Pathways to Progress Writing Intervention.</p>
<p>Provision Mapping - Interventions for whole school - Delivering intense interventions</p>	<p>Identify and target children in need and then group them into small group sizes to improve the quality of teaching and learning.</p>

<p><i>Additional Activity and wider strategies</i></p>	<p><i>Success criteris</i></p>
<p>Employment of additional staff to focus on overcoming gaps in learning to help children to make improved progress and to raise their standards of achievement</p>	<p>Deliver and evaluate the interventions and monitor their impact and associated data with their curriculum targets closely using some 1:1 support progress.</p>
<p>Employment of an additional Pastoral Team member to provide care and promote the welfare of all of our vulnerable pupils.</p>	<p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</p>
<p>Pastoral team to work closely with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents.</p>	<p>Increased parental engagement and further positive relationships established between home and school</p>

Review of Outcomes in the previous academic year 2021-2022

Pupil Premium strategy outcomes This details the impact that our pupil premium activity has on pupils in the 2020 to 2021 academic year.

See Data file for analysis of groups, standards and progress for 2022

In addition, as a school;

- All of the pupils entitled to Pupil Premium were fully supported both at home and in school.
- Our funding was very effectively and efficiently used despite there being no national data to compare outcomes.
In addition;
- We continued to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings.
- The impact of the intervention programme on children in receipt of Pupil Premium was monitored and actions were put in place where necessary (See intervention file)
- The Pupil Premium expenditure was monitored against the Teaching and Learning review and reviewed at Pupil Progress Meetings.
- Data analysis showed good outcomes for disadvantaged children.
- Evaluations focused on academic gains and how pupils' self-confidence had developed as a consequence of the interventions and 'extra' programmes which helped to raise standards.
- Good attendance was evident with PP children and their disposition and attitude to learning was very positive as documented by the work of our School Learning Mentor and Pastoral Team.