

## 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	Michaelchurch Escley Primary School
Number of pupils in school	65 (Oct Census 2021)
Proportion (%) of pupil premium eligible pupils	6% (4/65)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1 of a 3 Year Plan (2021 – 2024)
Date this statement was published	Nov 2021
Date on which it will be reviewed	Feb 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Louise Crocker, Headteacher
Governor / Trustee lead	Rhiannon Taylor, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,380
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7,380

# Part A: Pupil premium strategy plan

## Statement of intent

At Michaelchurch, our intention is for all pupils to achieve their potential, irrespective of their starting points. The focus of our pupil premium strategy is to support pupil premium pupils to achieve that goal, including progress for those who are already high attainers.

We recognise that not all pupils enjoy the same advantages in life and some will have barriers to their learning. As a school community we are focused on removing as many of these barriers as possible and giving pupils every opportunity we can to thrive emotionally and academically, regardless of whether they are a pupil premium or not.

We know our children and families well and our plan reflects this.

High-quality teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non- pupil premium pupils' attainment will be sustained and improved alongside progress for their pupil premium peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for all pupils' outcomes and raise expectations of what they can achieve

In addition to academic support, we will:

- Provide pastoral support where needed
- Ensure all pupil premium children have access to a broad range of opportunities extending beyond the curriculum e.g. trips, residential, music lessons etc.

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Our assessments and observations indicate...</i></p> <p>Children from disadvantaged families are less likely to have well developed 'Positive Learning Behaviours' (ie growth mindset, resilience, meta cognition and positive mental health)</p>
2	<p>Early reading. Some of our PP pupils have entered Year R with lower than average early reading skills.</p> <p><i>Low baseline on entry to Nursery and Reception. Pupils enter school with poor expressive and receptive language skills and poor social/emotional skills. This slows reading/writing progress. This is evidenced when assessing, observing and talking to pupils.</i></p>
3	Core fluency in maths
4	<p>Disadvantaged families tend have more limited experiences beyond their home life and immediate community.</p> <p>Financial constraints mean that pupil premium families may have more limited experiences beyond their homelife and immediate community.</p>
5	Lack of social and emotional support for disadvantaged pupils and families (inc mental health).

## 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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (reading, writing, maths). Those that have fallen behind make accelerated progress towards catching up.	All disadvantaged children make expected progress from previous summer and from previous Key Stage outcomes. Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental/written arithmetic.
Improve the range of experiences on offer for PP pupils beyond the classroom – including educational visits & visitors/tutors into school. Increase school offer in terms of a broader curriculum.	100% of PP pupils will have been on at least 4 trips or been part of experience days in school this academic year – Covid restrictions permitting. At least one PP pupil will access individual music lessons.

<p>Evidence from both statutory and internal data collection that PP children achieve as well as non-PP children across the year in all core subjects.</p>	<p>Internal Data, EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children.</p>
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## 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: £2,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued involvement in Maths Mastery CPD for 2 members of teaching staff	There is evidence within school that Maths Mastery teaching in early years, KS1 and to a lesser extent in lower KS2, is helping children to obtain a secure grounding in basic mathematical principals.	1, 3
Early Years Leader tracking and monitoring progress and effectiveness of interventions for Early Reading	EEF research shows that reading comprehension strategies are a core component of early reading and have a high impact on children's progress.	1, 2

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

Budgeted cost: £4,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group interventions	EEF research shows that TA interventions are effective (+4 months) at closing learning gaps.	1,2
Targeted classroom support	Evidence from classroom shows that supporting children in class and ensuring they are accessing the same topics as the rest of the class is effective in helping children keep up	1,2

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support – time allocated weekly for pastoral support sessions	EEF research has shown that Emotional learning support has a significant impact on children’s learning and evidence within school shows us that emotional challenges can prevent children from engaging fully in the curriculum and making good progress.	5
Cost of trips and residential funded through Pupil Premium	Clear evidence from within school of the impact on involvement with trips such as theatre visits or residential can have on all children and especially children from disadvantaged backgrounds	4
Individual music lessons provided for at least 1 PP child	EEF has shown that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	4

**Total budgeted cost: £7,380**







## 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 2020 to 2021 academic year.

*During the 2020-21 academic year MEPS purchased the Rising Stars assessment tools in Reading, SPAG and Maths. Assessments of PP children showed that they were working at the expected level in Reading, Writing and Maths at the end of the 2020-21 academic year.*

*Due to covid, the number of opportunities for children beyond the curriculum were limited to previous years, however, several outdoor adventurous activity trips and a full, upper KS2 activity week were funded for PP children by the school.*

*Post lockdown pastoral support was prioritised by the school following an assessment of children needing assistance, and time and resources were allocated weekly to provide appropriate support.*

### 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?	£600 Service Pupil Funding carried over to 2021/21
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*During the lockdown period which occurred during the 2020-21 academic year, we kept in close contact with all of our families but in particular with our PP families. We provided a high-quality online teaching provision and monitored children's work daily via an online learning platform (SeeSaw). 3 of our PP children were invited in to school during the lockdown and 2 accepted.*

*The strong, academic position of our PP children at the end of the year was in large part, we believe, due to effective remote teaching during the lockdown period.*