

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022, 2022 to 2023, 2023 to 2024 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 | 53 (Oct Census 2023) |
| Proportion (%) of pupil premium eligible pupils | 9% (4/53) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Year 3 of a 3 Year Plan (2021 – 2024) |
| Date this statement was published | Nov 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Full Governing Body |
| Pupil premium lead | Louise Crocker, Headteacher |
| Governor / Trustee lead | Peter Claridge, Chair of Governors |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £5,820 |
| Recovery premium funding allocation this academic year | £1000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Service pupil premium (SPP) | £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 | £6,820 |

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). |
| 6 | Working with families and children from conflict in Ukraine with limited/no English. |

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. |
| 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. | Internal Data, EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP 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 (for example, CPD, recruitment and retention)

Budgeted cost: £1,570 - Activities spread over the 3 years of the plan.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 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 |
|--|---|-------------------------------|
| ELSA training for TA | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. (+4 months) | 1,2,5,6 |
| 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 |

Total budgeted cost: £6,820

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.

High quality teaching – Maths Mastery – there is a good understanding by all teaching staff about the Maths Mastery teaching approach. Staff are confident and able to teach high quality maths lessons focusing on certain elements of the Maths Mastery approach. There is a clearly planned, whole school approach to the teaching of Maths.

Targeted Academic Support – TA interventions used effectively to target specific areas of need for certain children in ‘Keep Up’ sessions. This has proven very effective for allowing the children to keep up!

Targeted Classroom Support – Teachers and TAs supporting children in class used successfully and 75% of PP children making very good progress.

Wider Opportunities – All children have been on a number of school trips over the course of the school year. Some PP children have attended extra-curricular clubs (which had been arranged with them in mind) and this has helped build confidence. Various sporting tournaments have also taken place which 75% have attended. Pastoral support has been available to the children when they’ve required this – some pupils have accessed this 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? | <p>£600 Service Pupil Funding for 2021 2022</p> <ul style="list-style-type: none"> -Spent on partial funding of an outdoor adventure trip -Specific resources bought for service children |
| What was the impact of that spending on service pupil premium eligible pupils? | Feedback from the children and families of the Service children has been very positive and they feel settled and happy at school. |

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.