

Pupil premium strategy statement – St Michael’s Catholic Primary School, Houghton le Spring

This statement details our school’s use of pupil premium funding for 2021-2022, 2022-2023 and 2023-2024 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	St Michael’s Catholic Primary School, Houghton-le-Spring, DH5 8NF.
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	8.8% (18)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2022 2022-2023 2023-2024
Date this statement was published	29/09/2022
Date on which it will be reviewed	08/04/2024
Statement authorised by	Nicholas Reeson
Pupil premium lead	Nicholas Reeson
Governor / Trustee lead	John Doyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,145
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,145

Part A: Pupil premium strategy plan

Statement of intent

Professor Becky Francis, CEO of the Education Endowment Foundation, says, "Giving every young person the best start in life, whatever their background and wherever they grow up, is a mission that unites everyone working in schools."

At St Michael's Catholic Primary School, we believe that all children, regardless of disadvantage, vulnerability or the challenges they face, should be supported to achieve to their fullest potential.

Our strategy focuses on ensuring that all children access high quality teaching in every lesson, and that our teachers are supported to keep improving. Alongside this, targeted academic support can have a positive impact in supporting children, particularly in their early reading and phonics.

The progress of all children is carefully monitored through our robust assessment procedures, allowing us to be sure that any strategies or targeted support used are done so to meet the needs of the pupils at any time throughout school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate other funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography

St. Michael's is an average sized Catholic primary school with 203 pupils on roll. The school is located in the Houghton-le Spring. St. Michael's percentage of disadvantaged children is 8.8%

Challenges

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

Challenge number	Detail of challenge
1	Evidence shows that children from disadvantaged backgrounds often struggle to read as fluently as their peers, with challenges including reading accuracy, automaticity and prosody.
2	Observations and discussions with staff show that disadvantaged children have more difficulty in articulating ideas, developing understanding and engaging with others through spoken language, and as a result can struggle to understand themselves, each other and the world around them.
3	Data shows that the proportion of disadvantaged children achieving at the greater depth standard at both Key Stage 1 and Key Stage 2 is lower than their non-disadvantaged peers.
4	Parental Engagement – Educational support and home learning
5	Social emotional and behavioural problems are affecting wellbeing of some Pupil Premium pupils
6	Attendance issues for some children
7	Affording school additional costs (clubs, music provision, uniform, milk)

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
Children are able to read fluently, demonstrating accuracy, automaticity and prosody.	Key Stage 1 and 2 reading fluency assessments show that the majority of children are assessed as fluent readers.
Children are able to articulate ideas, develop understanding and engage with others through spoken language.	Increased oracy skills lead to the majority of children achieving well in Reading and Writing, with disadvantaged children
All children are given opportunities and are supported to achieve at the greater depth standard in Reading, Writing and Maths.	Assessment data will show that the greater depth attainment gap between disadvantaged and non-disadvantaged children has narrowed. The number of disadvantaged children achieving at greater depth standard will increase.
Greater Parental engagement – Educational support and home learning in and out of lockdown. This will be measured through pupil progress meetings, pupil voice and school data.	PP children engaging better with homework and home learning and parents more engaged with supporting children in their school life. Breakfast and afterschool provisions to offer support with homework and helping PP families where appropriate back to work.

Barriers to learning for PP pupils identified as needing social, emotional wellbeing or other support are reduced. This will be measured by how settled the children are and how quickly they are catching up and making progress as well as their emotional wellbeing. This will be undertaken by monitoring in class, Pupil progress meetings and discussions with outside professionals where relevant.	Pupils will be less dependent on support as barriers to learning have been reduced/removed and the negative impact their needs have had on their progress have lessened. Gaps will be narrowing. Pupils and parents feel they are supported well in this area.
Attendance rates improved for PP children so it is that of none PP children. Measured by whole school data.	PP children's attendance will match that of none PP children.
For affordability to not be a barrier to PP children achieving academically, socially or emotionally. For PP children to have similar experiences and opportunities to their peers within school	PP children are not hindered due to affordability.

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: These have already been paid for from previous budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle – Whole School	EEF toolkit discusses the impact a synthetic phonics scheme, well delivered and taught has on children's progress and outcomes.	1, 3
Staff CPD in developing reading fluency Introducing BWCET termly reading fluency assessments	EEF guidance on improving Literacy in Key Stage 2 says, "Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text."	1, 2
Maths support given through BWCET Maths adviser, John	The first recommendation in the EEF guidance on improving Mathematics in Key Stage 1 is to Develop	3

Bee.	practitioners' understanding of how children learn mathematics. Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. The guidance for Key Stage 2 adds that it is important to ensure that pupils develop fluent recall of facts	
Staff CPD in developing greater depth writers, building on the process writing curriculum introduced in the previous academic year.	Evidence from Education Endowment Foundation supports that writing is best taught as a process, and emphasises the quality of feedback in raising outcomes. EEF Guidance documents considered: 3 6 Improving Literacy in K2; Improving Literacy in KS1; Teacher Feedback to Improve Pupil Learning.	3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support – 1 to 1 and small group interventions	The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective.	1, 2, 3, 5
Additional teacher in school to cover PPA rather than HLTA to provide quality education/support during PPA cover.	The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective.	1, 2, 3, 5
Purchase of standardised diagnostic assessments (Cornerstones)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through high quality teaching and intervention. Education Endowment Foundation	1, 2, 3

Daily Little Wandle Phonics interventions	EEF guidance of effective use of teaching assistants says, "School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.	1, 3
Subscription to Opening Worlds Humanities curriculum (which includes a lot of focus on oracy skills)	Opening Worlds is a knowledge-rich humanities programme for teaching History and Geography. It provides curriculum resources together with training, support and ongoing programme-related professional development for teachers. Because of its rapidly discernible effects on literacy and highly inclusive approach, Opening Worlds quickly gained appeal in schools tackling under-achievement in areas of social disadvantage.	1, 2, 3

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

Budgeted cost: £6,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling support within school.	The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective.	5
Milk provision in EYFS	This is to ensure promotion of a healthy lifestyle and access to calcium that does not cost the parent.	7
Uniform Provision	This is in place (on a case by case/ discretionary basis) to support low income families who need support with their finances to purchase uniform.	7
Breakfast and Wrap around care	This is in place (on a case by case basis) to support low income families	7

	back to work so that they children can have better outcomes longer term. The provision provides food	
Pastoral/SEN/ attendance support (A Star attendance)	The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective.	5,6

Total budgeted cost: £26,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The end of year data for the academic year 2022/23 showed the following outcomes for disadvantaged pupils:

At EYFS, 0% of two disadvantaged pupils achieved a good level of development under the EYFS framework.

In the Year 1 Phonics Screening, 100% of three disadvantaged pupils achieved the expected standard. This was the same as 2022.

At the end of KS1 assessments, data showed that 100% of the two disadvantaged pupils in Year 2 achieved the expected standard in Reading, 100% in Writing and 100% in Maths. The percentage of disadvantaged children achieving Reading, Writing and Maths combined was 100%. This was the same as in 2022. None of the disadvantaged children (0%) achieved at the greater depth standard in Reading, Writing and Maths in 2023.

At the Year 4 Multiplication Table Check, our two disadvantaged children achieved an average score of 18 out of 25. This figure was down on 2022 when the average score for PP had been 25 out of 25.

At the end of KS2 SATs, of the four disadvantaged pupils in the Year 6 class, 25% achieved the expected standard in GPS, 0% achieved the expected standard in Reading, 25% achieved the expected standard in Maths and 25% achieved the expected standard in Writing. This meant that 0% achieved the expected standard in RWM.

We identified that in 2023 in Key Stage 2 none of our disadvantaged pupils achieved at the greater depth standard in GPS, Reading, Maths or Writing. This has led to this being a focus for our new Pupil Premium strategy, to support more disadvantaged pupils to achieve at the greater depth standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle	Wandle Learning Trust
Times Table Rockstars	Maths Circle
Counselling	The Road Centre, Chester le Street
ReadingPlus	Reading Plus