

## 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 and All Angels Catholic Primary
Number of pupils in school	202 (primary age)
Proportion (%) of pupil premium eligible pupils	102 pupils 47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	17th December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Governing Body
Pupil premium lead	Mrs S Ralph/Mrs A Bennison
Governor / Trustee lead	Rev. J. Birch (Vice CofG)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,775
Recovery premium funding allocation this academic year	£14,471
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	£142,246

# Part A: Pupil premium strategy plan

## Statement of intent

St. Michael and All Angels Catholic Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium and Recovery funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria.

There is no expectation that all Pupil Premium funded pupils will receive identical support. The school considers the best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

When identifying strategies and allocating funding to projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation. We are committed to using a range of measures to evaluate the impact of the funding as an ongoing process throughout each academic year. The focus for 2021-2024 will be on achieving the best outcomes for our pupils and supporting their wellbeing. Our intention is that each pupil reaches their potential regardless of their background or barriers to learning. We aim to reduce any barriers through the delivery of our curriculum enhanced by enrichment opportunities, made available to all.

Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

- Ensuring and supporting great teaching & adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes & raise expectations of what they can achieve
- Providing targeted academic interventions
- Using a wider range of strategies to overcome barriers to learning

### **Ensuring and supporting great teaching**

As recognised by the EFF we acknowledge that 'good teaching' is the most important lever schools have to improve outcomes for disadvantaged pupils and we intend to focus heavily on developing the quality of teaching through focussed CPD of teachers and strong recruitment processes.

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

This will include:

- extensive gap analysis used to further inform teaching
- 1:1 and small support within the class
- TA support in class
- the employment of specialist teachers
- CPD for staff and collaborative practice, including instructional coaching, modelled lessons and best practice visits

### **Providing targeted academic interventions**

For some children, high quality teaching alone may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the

impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

This will include:

- 1:1 / small groups in English and maths
- additional learning time
- 1:1 tutoring and 3:1 tutoring
- additional phonics support
- speech and language support
- SEND / EAL support groups

### **Using a wider range of strategies to overcome barriers to learning**

In addition to the strategies above, a range of other strategies can contribute to children’s success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.

This will include:

- a focus on improving attendance
- providing curriculum enrichment opportunities
- support for wellbeing and mental health
- interventions to increase parental engagement and to ensure there is equity for pupils

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Head teacher and DHT responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The SLT regularly evaluates pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

## **Challenges**

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

<b>Challenge</b>	<b>Detail of challenge</b>
<b>1</b>	Low attainment on entry especially in communication, language & literacy for some PP eligible children
<b>2</b>	Impact of covid-19 disruption on some of our most disadvantage pupils which has resulted in the gap in attainment in English and Maths compared to non PP Pupils has grown.
<b>3</b>	Weaker writing skills and low attainment in writing of children eligible for pupil premium compared to non-pupil premium pupils.
<b>4</b>	Weak oracy skills.
<b>5</b>	Some of our families face many social and economic challenges and do not always see regular school attendance & punctuality as a high priority.
<b>6</b>	Lack of cultural capital and experiences & financial issues that prevent children accessing wider experiences
<b>7</b>	Mental health issues for the parents/carers and the child

## 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 improve language and communication outcomes for pupils at end of EYFS Children in receipt of PP will be identified and targeted support will be implemented in EYFS. SALT to work with children and set targets for Staff to implement. CPD opportunities will be in place for support staff and teaching staff.	Language and communication outcomes for PP children at the end of F2 will improve and be in line with non-PP children.
Evidence of tuition and focused teaching enabling disadvantaged children to make good progress and reduce impact of Covid-19 disruption to learning and achievement in English and maths.	Evidence of accelerated progress in English and Maths as a consequence of tuition. Good attainment using national benchmarks. Early barriers/SEND concerns are addressed early so that children can achieve well.
To ensure the proportion of PP pupils achieving the expected & higher levels in writing matches or exceeds the national average for non- PP pupils in writing.	The % of Pupil Premium children achieve EXP+ and the higher levels at the end of KS2 will exceed the national average for non-disadvantaged.
To improve all children’s oracy skills and empower all children to use their voice for success in school and in life. Through a high quality oracy education pupils learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children to make progress in the four strands of oracy outlined in the Oracy Framework.
To increase rates of attendance and parental engagement for children eligible for PP. Attendance will be in line with overall school percentage %.	PP absence will be reduced so that it is in line with national figures. Pupils’ improved attendance will result in improved progress and attainment.
Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched SMSC, PSHE curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children’s overall	Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched SMSC, PSHE curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children’s overall
To continue to promote the positive mental health of PP pupils through a range of interventions and strategies and improve the self-esteem, confidence and resilience of children.	All children can access the full curriculum because their emotional needs are being supported effectively. A range of assessments are used to, in addition to teacher/staff observations. These include: Therapist reports and Strength and Difficulty Questionnaires (SDQs) Pupil voice. Behaviour tracking

## 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:** £61,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, Instructional Coaching A focus particularly on CPD in the teaching of writing	Regular CPD through INSET, courses, coaching, etc. informed by performance management reviews, monitoring and school improvement plan priorities ensuring standards of teaching are always good or better. EEF Report 'Closing the Attainment Gap' states that <i>what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</i> <i>EEF Toolkit: The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment, quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.</i>	2 & 3
Additional Teachers to support smaller group teaching in Maths and English in Year 4, 5 & 6 & specialist teachers in Music, Computing & MFL	Targeted teaching matched to pupils needs ensures all learners are appropriately challenged. EEF Toolkit: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months additional progress for pupils, on average. <i>EEF - The attainment Gap Research Jan. 2018</i> Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	2 & 3
Part of a group of 16 Wirral Schools engaging in the Voice 21 project to develop Oracy.	Voice 21 research and EEF teaching toolkit both highlight key evidence regarding the impact of oracy as a driver for learning. Voice 21 project had an independent review by EEF. Oracy champions role and participation in Voice 21 project. <ul style="list-style-type: none"> <li>• Whole school CPD to develop pedagogy and practice.</li> <li>• Revised subject aims with explicit essentials for oracy.</li> <li>• Introduction of oracy assessment using 4 aspects of oracy in 2021-22.</li> <li>• SSE feedback that evaluates the impact of that work.</li> </ul>	4

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

**Budgeted cost:** £49,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ealy speech and language interventions through the employment of a Speech and Language Therapist half	<i>EYFS toolkit</i> shows that early support for speech and language is one of the most important strands for child support. Estimate impact is up to +6 months. <i>Joseph Rowntree Trust report on Special</i>	1

<p>a day a week to work 1:1 with PP children and work with Liverpool SIP focusing on S&amp;L interventions</p>	<p><i>Educational Needs</i> demonstrated that children in receipt of FSM are 2.3 times more likely to have a speech and language need. As well as whole school strand, we have ensured that children with specific needs have high quality specialist support. Access to NHS services is at crisis point. Evaluations of <i>NELI intervention</i> have been positive from <i>Nuffield Institute evaluation</i> and <i>EEF evaluation</i>. DfE have supported access to training as part of the national recovery plan.</p>	
<p><b>Part Funding of Additional TA's in EYFS</b> – high adult ratio so support can be focused and targeted with S&amp;L interventions being delivered.</p>	<p>The number of children identified with early language difficulties is too high for the S&amp;L to be able to support on a weekly basis, therefore trained staff are able to deliver appropriate quality S&amp;L interventions that will increase the rate of progress in language and communication <i>EEF Guidance Report 'Preparing for Literacy'</i> recommends that <i>high quality targeted support can ensure that children falling behind catch up quickly as possible</i>. <i>EEF Toolkit: Early Years Intervention</i> is highly effective (+5months). EEF has evidence that Oral Language Development is also effective (+5months)</p>	1
<p><b>Engaging with the National Tutoring Programme</b> to provide a blend of tuition, mentoring &amp; school- led tutoring for pupils whose education been most impacted by the pandemic. A significant proportion of the pupils who receive the tutoring will be disadvantaged.</p>	<p><i>Applying EEF guidance on small group tuition, remote tuition &amp; 1-1 tuition</i> Overall our aim is for high quality tuition that is linked to their curriculum and closes gaps in attainment. Working with national tuition partners and trained internal tutors to deliver tuition. All of tuition will be provided as additional support provided from Year 1 to Year 6.</p>	2 & 3
<p><b>Part Funding of Academic Mentor Role</b> to deliver interventions and tutoring</p>	<p>Applying EEF guidance on small group tuition, remote tuition &amp; 1-1 tuition</p>	
<p><b>Part Funding of TAs</b> attached to each year group enabling targeted interventions for more able PP learners led by teachers/ TAs. Interventions to include Nesy, Dyslexikit, Probes, Reading and Comprehension.</p>	<p>Targeted intervention has been successful over the last year and enables work to be focused and challenging, targeting individuals needs and gaps in the curriculum. Individual, personalised high quality interventions have been proven in our school to have a positive impact on the attainment &amp; progress of our pupils. <i>EEF Report 'Closing the Attainment Gap'</i> states that <i>targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</i>.</p>	
<p><b>Funding for additional access to nursery provision</b> beyond 15 hours DfE funding. Targeted at families known as eligible for pupil premium.</p>	<p><i>Early Years Toolkit</i> shows that an earlier start for children can add up to +6 months to EYFS outcomes. Evidence shows that significant gaps are already evident for children before they start based on their socio/economic backgrounds. Research from the <i>Nuffield Institute</i> highlights the impact that access to early years education can have to close that gap. <i>2021 Changing Patterns Report</i> illustrates that child poverty rates for families where the youngest child is under five are now 36% of families. This is higher than for those with older children, reflecting the fact that they tend to be larger families with higher needs and lower levels of employment. <i>2018 Education Select Committee</i> report for life chances highlighted importance of Early year's support. Included the <i>Effective Provision of Pre-School Education Project (EPPSE)</i> suggest that pre- school</p>	1

	<p>provides an opportunity for effective intervention for the reduction of special educational needs, especially for the most disadvantaged children.</p> <p><i>Ofsted's Bold Beginnings Report</i> highlights the emphasis on high quality early years' provision and avoiding looking at 'catch up' as a KS1/KS2 priority. We have rigorously implemented the findings and recommendations in the report.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £37,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enrichment Activities</b> Subsidising school trips &amp; enrichment activities including theatre, art gallery trips, music activities &amp; tuition in school etc all of which will help enhance the curriculum and ensure engagement of all through financial support.</p>	<p>Previous educational visits have enriched pupils' learning through curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience. School trips have supported children in developing increased confidence, greater independence and collaborative skills. They help enhance pupil participation, experience, enjoyment and opportunities. They will broaden the life experiences and stimuli for vulnerable pupils.</p> <p>Giving children the opportunity to learn a musical instrument enhances pupil opportunities and experiences, broadens life experiences and stimuli for vulnerable pupils. Learning a musical instrument develops concentration, creativity and listening.</p> <p><i>EEF states that arts participation including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider benefits such as more positive attitudes to learning and increased well-being.</i></p>	6
<p><b>Extra-Curricular Activities including Sports &amp; Curriculum Linked Activities</b> Offer of free extra-curricular activities for all PP children.</p>	<p>Continue to ensure all pupils get equal opportunity to be involved in all aspects of school and that no pupils are disadvantaged by not being able to pay. Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills.</p> <p>We are able to offer children a wide range of Sports experiences.</p> <p>Encouraging pupils to be fit, healthy, and promote children's well-being.</p>	6
<p><b>Outdoor Learning Opportunities &amp; Forest School Sessions</b> Further develop forest area and forest school learning</p>	<p>Broaden children's experiences of the world around them to enhance their life experiences and draw upon this in their learning.</p> <p>Provides children with collaborative learning experiences with a high level of physical and emotional challenge. Children engage in practical problem-solving, explicit reflection and discussion of thinking and emotion.</p> <p>Forest school improves the well-being, behaviour, engagement of targeted children. It promotes new skills and working as a team. (transferable skills)</p> <p>Children's enthusiasm to learn is heightened by enriching experiences - following days with poets and published authors, they are inspired and motivated to write Support language and writing development. Enhance pupil participation, experience, enjoyment and opportunities.</p>	6
<p><b>Part funding of Attendance Admin Worker role &amp; incentives used to promote good attendance</b></p>	<p><i>Ofsted's Inspection Framework research</i> highlights the importance of good attendance on wellbeing and educational outcomes for children. <b>Cost =</b></p>	5

<p><b>Targeted Extended School Places</b> Free toast club places offered to PP children with poor punctuality/ attendance</p>	<p>Improved punctuality and attendance for PP children where this has previously been a concern.</p>	<p>5</p>
<p><b>ELSA</b> – running of ELSA intervention 1.5 days a week to support identified PP pupils. Training costs of 2 new ELSA staff. To improve the self-esteem, confidence and resilience of children whilst supporting children’s positive mental health.</p>	<p><i>Department for Education’s State of the Nation</i> highlights the more challenging outcomes for disadvantaged families in respect of mental health and physical well-being. Disadvantaged children also report lower life satisfaction than their peers. ELSA intervention builds PP pupil’s social skills, self-esteem, confidence &amp; management of emotion. Children also gain an increased sense of resilience. It supports PP pupils who are demonstrating challenging behaviour and pupils with social and communication needs. Pupils able to express their emotional state and communicate their feelings. A person with well developed emotional literacy is therefore able to recognise and respond to the emotional states of others. This is considered a hallmark of healthy relationships. EEF research identifies that <i>social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.</i></p>	<p>7</p>
<p><b>Mindmouse</b> – to purchase the license for Mindmouse <b>to support children’s mental health.</b></p>	<p><i>Children and Young People’s Mental Health Coalition Annual Report 2020</i> highlights the detrimental impact of the Covid-19 pandemic on disadvantaged children. Mindmouse focuses on developing positive mental health and well-being in identified PP children. Children with high levels of well-being are happier, have stronger relationships, are more able to deal with life’s ups and downs and achieve their potential at school. Children learn to develop and maintain a healthy self-esteem and body image. It supports children who are anxious, have low self-esteem or low levels of confidence, have some special educational needs, such as autism, are having difficulties at home and/or are experiencing difficulties at school, for example being bullied.</p>	<p>7</p>

**Total budgeted cost: £ 148,710**



## 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.

**Please see Impact/Review Report of PP Strategy Plan for 2021-2022**

GLD at the end of EYFS was in line with national.

At the expected and higher standard at the end of KS2, attainment and progress was higher for PP children compared to non PP children in Reading, Writing and Maths.

Key stage 2 progress in writing (2.5) was significantly **above** national and in the **highest** 20% in 2022.

Staff development focused on curriculum has been effective, with subject leaders accessing high quality CPD. The quality of teaching across subjects has improved as a result of this, with staff having an improved understanding of progression. This has led to improved pupil outcomes across non core subjects.

Case studies of children receiving ELSA support evidence positive impact.

Attendance for disadvantaged children, including the amount of Persistent Absence among PP remains a challenge. Some absence periods were a result of Covid illness or isolation, however, the figure remains too high. This area of challenge will remain as a targeted strategy for 2022-23 to ensure attendance rates among PP children improve.

### 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
Voice 21	The National Oracy Education Charity
Times Tables Rockstars	Maths Circle 7
WelComm	GL Assessment

### Service pupil premium funding (optional)

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

## Further information (optional)

Covid 19 has had an enormous impact on the education of our children. It has resulted in unprecedented challenges and has brought intense pressure, high levels of stress and anxiety and radical changes to the way in which we work and live.

The closure of schools has had a considerable impact for all pupils, but the largest impact is likely to fall on those from the poorest families.

Every child's experience has been different and some children have been impacted far more than others. It is clear that children have had access to different levels of learning during the lockdown. Some children have parents/carers who have been able to take on the role of 'teacher' and oversee the home learning. For many others, a whole range of issues have impacted on their ability to learn at home:

- Space to work
- Overcrowding
- Parents/Carers having the time / skills to commit to home learning

The health of some children has been impacted by poor nutrition and a lack of physical exercise or access to the outdoors. Many families have experienced serious illness and bereavement and there are ongoing anxieties for children, parents/carers and staff about getting back to "normality".