

St Michael and All Angels CE VA School Pupil premium strategy statement- 2025/ 26

This statement details our school's use of pupil premium (and recovery premium for the 2025/ 26 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils Reception Year 1 19% Year 2 8% Year 3 18% Year 4 46% Year 5 21% Year 6 28%	22%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Rachel Houldsworth
Governor / Trustee lead	Deborah Moses

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66, 550
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery 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>	£66, 550

Part A: Pupil premium strategy plan

Statement of intent

Our belief is- and research evidence shows (e.g. from The Sutton Trust, EEF, John Hattie, Ofsted, DfE Reports)- that quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. Improved continuing professional development and a personalised curriculum for the children at St Michaels are a central focus of the School Improvement Plan. They will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community. The focus on developing teachers' expertise and a personalised curriculum ensures all staff members are of the highest quality and are supported in developing the skillsets needed to enable our children to make good progress from lower starting points and secure levels of high attainment, at the end of each Key Stage and across all year groups.

While we know that enriching classroom experiences are paramount for pupil premium children, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/ or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly.

Our aims:

The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by:

- Assuring the best possible learning experiences in the classroom.
- Having targeted interventions designed to support those with a specific need.
- Offering a rich and varied experience, both within and beyond the curriculum, to engage and motivate pupils.

Our intent:

- To close the gap in attainment for PP pupils in core subjects.
- To improve independence and develop social skills and mental wellbeing.
- To provide opportunities to develop potential and participate in all aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading, writing, maths support or learning modelled to them. The children may not have adequate support for home learning.
2	Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra- curricular opportunities.
3	Social and emotional issues resulting in low confidence and self- esteem which affect behaviour for learning and a family's ability to support learning.
4	Attendance: Some children's attendance is low which will impact on their learning.
5	Some pupils eligible for pupil premium require additional nurture support in school to allow them to focus on learning.

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
Improve oral language skills and vocabulary for all pupils across school	- Continue with whole school emphasis on vocabulary (anchor words and Goldilocks words). - Early identification (in EYFS) for children requiring S&L intervention. - Children have access to a rich reading spine exposing them to quality language and vocabulary. As a result, children are able to communicate more effectively and have a wider range of vocabulary.
Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful.	- Children will have experienced a range of experiences and visits, bringing learning to life. - Children have access to a range of extra- curricular provision to broaden their experiences. - School will fund visits for PP children, taking away the financial barriers for families. As a result, all children will be able to draw on broader experiences and develop a lifelong love of learning.
Improve the outcomes for our PP children, ensuring they make good progress from their starting points.	- Children receive targeted intervention in small groups where necessary. - Children receive targeted intervention on a 1:1 basis where necessary. - Children make good progress from their starting points, monitored through half termly pupil progress meetings. - Now the school have received a gold award for the Raising Attainment in Wellbeing program, there will be a group of adults in school in a wellbeing group to improve wellbeing and attainment for all children. - Specialist teacher input where required to further support appropriate teaching strategies. - Extra nurture support in school when needed to allow them to focus on their learning. As a result, children make good progress from their starting points.

Increased parental engagement with school.	- Increased active parental engagement, supporting learning. - Parents and families attending our celebration events during the academic year. - Parents to work with our pastoral support. - As a result, children make good academic progress and are supported socially and emotionally. Their mental health is supported.
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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: £29, 870

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Pupil Premium children make at least good progress from their starting points. - All staff are aware of the PP children. - Allocated class HLTA/ TA support, offering boosters and interventions for all year groups, supporting quality first teaching across the curriculum.	The difference is diminishing between PP/ non PP due to timely intervention and first quality teaching. The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	1, 2, 4
- Regular CPD for teaching staff to ensure teaching is deemed good or outstanding. - Continue staff training on effective pedagogy for teaching maths. (Maths Mastery courses and bespoke training for teachers and TAs by Tim Kirk). - Support from Nicola Martin English consultant to help	High quality CPD to ensure skilled and confident staff will see better progress from children. The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	1, 2, 4

Year 2 and Year 6 moderate writing assessments.		
- Ensuring a consistent approach to the teaching of early reading and phonics supported by a high-quality reading spine (Red Rose Phonics). - Whole school phonics training by LA consultant Claire Cherry. - A small group of children in each year group to take part in the Bounce Back Phonics intervention.	DfE/ Ofsted/ EEF reports evidence of the impact on the teaching of high quality phonics/ reading and attainment across the curriculum. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1, 4
Provide parents with clear and timely information on how children are progressing in relation to expected standards.	EEF reports on positive impact on parental involvement on outcomes for children. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 3
Run parent workshops to help improve the early phonics, maths and reading skills of parents to help them support their children at home.	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 3
Staff CPD focusing on mental health and wellbeing to support children's learning: attachment training, adverse childhood experiences and early trauma and safeguarding.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 4

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

Budgeted cost: £20,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional mathematics sessions for pupils in Year 6.	Communication and language is the highest area of need on our SEND register. Research supports the effectiveness of the chosen strategies. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Phonics sessions daily in EYFS and Year 1 to help ensure pupils progress in line with National Expectations.	Communication and language is the highest area of need on our SEND register. Research supports the effectiveness of the chosen strategies. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Bounce Back phonics sessions in Key Stage 2 to help ensure pupils progress in line with National Expectations.	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Whole school phonics training. Red Rose phonics scheme being used in school.	Communication and language is the highest area of need on our SEND register. Research supports the effectiveness of the chosen strategies. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Daily readers for the lowest 20% of children and those who don't get support/ read at home.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Mastery maths curriculum in KS1 and KS2 to accelerate the progress of all learners through quality first teaching and same day intervention.	High expectations of all children- no ceiling/ differentiation in expectations. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
SEND lead to ensure all staff are given the support to ensure SEND children have access to	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2, 4, 5

appropriate provisions to ensure best outcomes from starting points.		
Subscriptions to online programs to support children at home (Numbots, Emile and TTRS).	Use of digital technologies- clear evidence to support technology at home for maths, English and phonics. Using Digital Technology to Improve Learning EEF educationendowmentfoundation.org.uk Working with Parents to Support Children's Learning EEF educationendowmentfoundation.org.uk	1, 3, 4
Pastoral lead to work with children on a 1:1 basis (Including eligible service pupil premium) in order to allow them to focus on behaviour for learning (SEMH).		5

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

Budgeted cost: £14,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased home- school support. Pastoral lead to support families with attendance and safeguarding matters.	Working with Parents to Support Children's Learning EEF educationendowmentfoundation.org.uk Pastoral lead who builds a trusted relationship with parents and children. Pastoral lead provides the support where needed, leading to better outcomes for all.	3, 4, 5
Half termly attendance report will be produced. This will state attendance figures comparing to previous weeks and the national figures. Children with poor attendance encouraged to attend breakfast club free of charge.	Working with Parents to Support Children's Learning EEF educationendowmentfoundation.org.uk Attendance report to show improving trend.	3, 4, 5

Access to a range of extra- curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences. All subject leaders/ teachers informed of PP children across the school to offer additional extra-curricular provisions during the year. These will be subsidised by school.	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. SHUE data EEF- sports participation increase educational engagement and attainment. EEF- outdoor learning shows positive benefits on academic learning and self- confidence.	1, 2, 3
To implement the OPAL Programme to improve children's resilience and ability to become independent learners.	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. SHUE data EEF- sports participation increase educational engagement and attainment. EEF- outdoor learning shows positive benefits on academic learning and self- confidence.	1, 2, 3
All staff demonstrate understanding and implementation of Rosenshine's principles and metacognitive strategies. Retrieval practice in all subjects especially maths resulting in improved multiplication facts knowledge and fluency for all pupils.	New EEF podcast: retrieval practice EEF	1

Total budgeted cost: £66,550

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Please see above.
The impact of that spending on service pupil premium eligible pupils