

# Pupil premium strategy statement – WEETON ST MICHAEL’S CE SCHOOL

This statement details our school’s use of pupil premium (and recovery premium) 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	51
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 YEARS
Date this statement was published	SEPTEMBER 2024
Date on which it will be reviewed	JULY 2025/26/27
Statement authorised by	L SMITH
Pupil premium lead	L SMITH
Governor / Trustee lead	J SULLIVAN

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Recovery premium funding allocation this academic year	£1,948
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <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>	£28,138

# Part A: Pupil premium strategy plan

## Statement of intent

At Weeton St Michael's it is our intention that all children, irrespective of the disadvantage they face, are enabled to achieve their full potential, leaving school ready to embrace the modern world with confidence, resilience and a determination to succeed. We intend for every child to make good progress and achieve at least national expectations by the end of Key Stage 2 in all core subjects. As well as this we want them to be exposed to a wide range of curriculum experiences, inside and outside of school, including trips, visits and visitors, which push them to their limits and challenge their understanding, in order to enhance their cultural capital.

Children with significant barriers to learning are supported through a wide range of strategies. Through quality first teaching, children's needs are monitored and a range of interventions are employed where necessary, ensuring specific needs are addressed appropriately. We recognise that not all children in receipt of Pupil Premium funding are disadvantaged or require additional support for their learning, however we intend to ensure non-disadvantaged children and disadvantaged children enjoy sustained progress and attain well and have access to the same experiences.

The focus of our pupil premium strategy is to support disadvantaged and non-disadvantaged pupils to achieve their goals whilst developing a life-long love of learning and developing a determination to succeed in modern Britain. We recognise the impact of lockdowns and the need for educational recovery for all children. This strategy considers the impact of the pandemic on children's education and mental health as they continue to adapt to life in school and closing gaps in learning.

This plan intends to ensure that:

- Early intervention (for educational and mental health needs) is in place so that all children are challenged and supported effectively to achieve their best outcomes and to face learning and life with a positive attitude.
- All staff take responsibility for the outcomes of disadvantaged and non-disadvantaged children, working together to ensure they are challenged to achieve beyond their expectations
- Children attend school regularly and punctually so that all learning opportunities can be harnessed
- Children are exposed to a wide range of experiences which broaden their understanding and enhance their cultural capital
- Our Christian vision of Faith, Hope and Love underpins all aspects of this strategy.

## Challenges

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

Challenge number	Detail of challenge
1	Social and emotional difficulties, poor mental health or depression
2	Attendance and punctuality issues
3	Cost of living impacting on children accessing extra-curricular activities
4	Negative impact on learning due of non-attendance/lack of engagement during COVID19 lockdowns – specifically mathematical fluency, vocabulary and spelling, grammar and stamina for writing
5	Assessment of starting point needs – bespoke planning tailored to met needs of all learners. Underperforming Pupils due to barriers both internal/external

## 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
Improvement in children’s mental health and resilience	CPOMS records confirm that support is in place and that behaviour for learning and social skills are good
Attendance improves	Attendance is 96.5% or above
All children are able to access the same experiences, including visits and trips.	Parents engage in children’s learning and children access the full offer of extra-curricular experiences
All children catch up on lost learning	The attainment gap between PP and non-PP is closed.
Improve the outcomes for all families requiring additional support	Intervention work carried out shows improved outcomes for children/families

## 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: £14,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for all staff to ensure quality first teaching in all areas</i>	LEA support with advisors with introduction/.purchase of Red Rose Maths, Red Rose Phonics, Bespoke English Units, teaching and learning strategies, leading to quality first teaching. Environmental support from EYFS Lea advisors, visits to other settings. Y6 Maths Project, LEA Linking Project for EAL links.	1,4,5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Appointment of Assessment Leader to lead, monitor and manage this work. (Ring-fenced leadership release	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 interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	5
'Effective Use of Teaching Assistants' programme by maximising their practice and subsequent	The DISS Project as an initial thought provoking study for leaders and the MPTA/MITA work as a much more practical tool that directly aids classroom impact with all pupils. UCL Institute of Education DISS Project (2009) <a href="http://maximisingtas.co.uk/research.php">http://maximisingtas.co.uk/research.php</a> MPTA & MITA 'Maximising Practice and Impact of Teaching Assistants' UCL 2016 We also feel that our emphasis within this work focuses upon consistently unlocking the highest	1,2,5

impact within our Classroom Craft T&L Policy.	impact areas of learning from the EEFs Teaching & Learning Toolkit Measures.	
The development of the 'Live Marking' philosophy into the next stage of recommendations, training, trialling and monitoring of impact.	We have invested heavily within the principle of 'Live Marking' within our 'Active Purpose' philosophy and the EEF 'Teacher Feedback to Improve Pupil Learning' (October 2021) is the next stage in this work. The redundancy and 'learned helplessness' of some pupils including some disadvantaged pupils remains an underpinning barrier related to Challenges 1,2&5 and most specifically to writing based activities. This also links to the previous 'Effective Use of Teaching Assistants' activity. <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback</a>	1,2,5
Bespoke training for the management and dealing with extreme behaviours	Bespoke training from Stepping Stones PRU as outreach work with additional 1:1 CPD for staff working on the principles from the EEF on behaviour strategies for schools  <a href="https://files.eric.ed.gov/fulltext/EJ976654.pdf">https://files.eric.ed.gov/fulltext/EJ976654.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,5

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

Budgeted cost: £11,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reduced class sizes for Maths and English</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>  Small classes and targeted quality first teaching has significant impact on the quality of learning.	1,2, 4
<i>Targeted phonics interventions</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Systematic teaching of decoding and encoding in phonics has been shown to significantly improve childrens' ability to read and write.	1,4
<i>Targeted interventions identified by</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,4

<i>specialist teacher</i>	Interventions delivered by expert TAs has been found to support learning effectively in all areas. Small groups and 1:1 interventions are the most effective	
<i>Pastoral Support for SEMH</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> designated TA time with qualified Mental Health First Aider	1,2,4
<i>Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	6

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

Budgeted cost: £ 3,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Reduced cost of trips and visits</i>	Children are able to take part in wider curricular activities which promotes wellbeing, engagement in learning in school and behaviour.	1,3,4
<i>Extra Curriculum Visits/Visitors</i>	Stunning starts/Learning Enhancement Days at the beginning and a key points throughout the academic year linked to curriculum coverage and new skills and knowledge.	

**Total budgeted cost: £28,138**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to the small number of children anonymity cannot be assured, therefore numbers of PPG children, year groups and/or specifics are not identified here. Our numbers of PPG children significantly increased after January 2022 and we are now significantly above the national average.

A number of children have varying levels of SEMH. Our team, including our Pastoral Support TA, have worked closely with them and their families to ensure they are supported emotionally as well as academically and progress made has been very positive. This has impacted positively on their progress in learning.

A number of our parents have needed early help intervention and this has had a positive impact on the families and the children's outcomes in school.

All children have taken part in all visits and trips to enhance the learning on offer at school, subsidised by the PPG funding.

All children in receipt of funding achieved the expected level in reading.

The use of funding – particularly the reduced class sizes has had a positive impact on children's learning and personal and social development.