

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

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	54
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 YEARS
Date this statement was published	NOVEMBER 2022
Date on which it will be reviewed	JUNE 2023
Statement authorised by	L PATTERSON
Pupil premium lead	L PATTERSON
Governor / Trustee lead	J MATTHEWS

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,400
Recovery premium funding allocation this academic year	£2,895
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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.</i></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	£14,295

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

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.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for all staff to ensure quality first teaching in all areas</i>	https://www.greatteaching.com/	1,4

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reduced class sizes for Maths and English</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Small classes and targeted quality first teaching has significant impact on the quality of learning.	1,2, 4
<i>Targeted phonics interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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 specialist teacher</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 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	1,2,4
<i>Pastoral Support for SEMH</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,4

	designated TA time with qualified Mental Health First Aider	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Reduced cost of music lessons with Rock Steady</i>	All children (from Year 1-6) are able to access Rock Steady Music School and	1,3,4

Total budgeted cost: £14,500

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.

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 maths, reading and writing.

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