# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should 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 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

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| Detail | Data |
| School name | St. Michael’s Community Academy |
| Number of pupils in school | 414 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 43% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 21-22 |
| Date this statement was published | 1st December 2021 |
| Date on which it will be reviewed | 30th June 2022 |
| Statement authorised by | Mr D. Jobling |
| Pupil premium lead | David Jobling |
| Governor / Trustee lead | Mr Glyn Lowe |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 207,130.00 |
| Recovery premium funding allocation this academic year | £22,330.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £229,460.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| It is an essential part of our school ethos that all pupils, regardless of background or ability, will achieve the very best that they are capable of during their time with us. As a school with a high percentage of disadvantaged children it is therefore essential that our pupil premium funding is spent carefully on areas that will improve outcomes, and that the success of this is measured accurately. Accordingly, the planned spend of this year’s grant (including our COVID recovery grant) takes into account the research findings of the Education Endowment Foundation, as well as our professional understanding of the particular context of disadvantage at our school. This document refers to the findings of the EEF, and in particular the EEF Education toolkit, wherever possible. The website can be found at <https://educationendowmentfoundation.org.uk/>  To improve outcomes for all pupils, we intend to follow the approach recommended by the EEF and have split our strategy into three “tiers”:   1. High Quality Teaching 2. Targeted Support 3. Wider Strategies   In addition to the above, and in order to achieve our aims, we will adopt 5 key EEF “drivers” from the toolkit and embed them across all areas of school activity. Each of these well-researched areas has been carefully selected as a “best bet” for our school.  **The drivers at St. Michael’s are:**   * **Oracy/Language acquisition** (*EEF +6 months of progress*) * **Effective Feedback** ((*EEF +6 months of progress*) * **Metacognition** (*EEF +7 months of progress*) * **Collaborative Learning** (*EEF +5 months of progress*) * **Use of digital technology** (*See EEF Guidance report*)   The above list is not exhaustive. Other relevant areas of the EEF toolkit are referenced accordingly throughout this document if they link in to the establishment of High Quality Teaching at SMCA. An example of this would be investment in EYFS. |

## Challenges

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

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| Challenge number | Detail of challenge |
| **1** | **Language Acquisition/Oracy:** Nationally, there is a recognised gap in the knowledge and use of language between disadvantaged children and their peers, and this grows over time. Early language acquisition is essential if children are to be able to fully engage with the curriculum and apply their learning across a wide range of areas. |
| **2** | **Maths:** Along with early language acquisition, it is important that children develop the necessary levels of fluency (appropriate to age) in number, counting and mental/written arithmetic in order to then be able to build upon this by learning to use and apply wider mathematical concepts. |
| **3** | **Reading and Writing:** Reading and writing are life skills and act as a gateway to further learning. We need to build on the good work already done by the school in teaching phonics andencourage children to read widely and often, and to communicate confidently in writing in all curriculum areas. |
| **4** | **Learning Behaviours:** A key area where our pupils need to develop is with regard to their *motivation* to learn. This encompasses: attitudes to learning, metacognition, behaviour and self-regulation, and the ability to work collaboratively with others. |
| **5** | **Attendance.** Attendance at the school is too low amongst our disadvantaged pupils. If children are not in school, they are not 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.

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| Intended outcome | Success criteria |
| **Improved levels of *Oracy* and *Language* acquisition in all year groups**. | We will implement the *WordAware* programme in all year groups from Nursery upwards in order to boost the acquisition and use of oral language in class and in everyday situations. Evaluations of learning and formative assessment carried out by staff in each phase will show that pupils’ language skills are improving over time. This will also become evident in written work. |
| **Improved basic skills and fluency in Maths** | Evaluations of learning and formative/summative assessments will indicate that pupils will show age-appropriate fluency in times tables/division facts, the number system, counting and number bonds. Pupil data will show that maths attainment for all groups of pupils, including disadvantaged children, will improve from September baseline in July 2022. |
| **Improved basic skills/fluency in Reading and Writing** | Evaluations of learning and formative/summative assessments will show that attainment in Reading and Writing for all groups of pupils, including disadvantaged children, will improve from September baseline in July 2022. This rise in attainment will also be evident in written work and pupil surveys. |
| **Improved engagement with learning** | Sustained levels of positive engagement with learning in all cohorts, demonstrated by:  - Feedback from pupil/parent surveys  - Teacher feedback  - Observed positive learning behaviours/engagement apparent from lesson visits  - Co-operative learning being a feature of all lessons  - Effective metacognition strategies being used in all lessons  - Improved attainment as shown in pupil data by July 2022, when compared to Sept baseline. |
| **Improved attendance** | Attendance for Spring 2022 and Summer 2022 will improve from Autumn 2021 figures (these have been affected by Pandemic disruption). As part of this aim we will also endeavour to maximise the effectiveness of our engagement with targeted 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: **£63,049.06**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Additional teacher for 4 months in KS1** | **EEF Teaching and Learning Toolkit:** Additional teacher to be used to support 5 school drivers (see above) in Y2 | 1,2,3 and 4 |
| **iPad lease costs (1 year)** | **EEF Guidance Report:** *Using Technology to Improve Learning* | 2, 3 and 4 |
| **iPad Showbie licences** | **EEF Guidance Report:** *Using Technology to Improve Learning* | 2, 3 and 4 |
| **EYFS Investment** | See **EEF Early Years toolkit** | 1,2,3 and 4 |
| **CPD** | School CPD for academic year 21/22 will prioritise training in the development of our **5 identified drivers** listed above. | 1,2,3 and 4 |

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

Budgeted cost: **£112,502.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Additional teaching assistants to provide booster tuition** | **EEF Teaching and Learning Toolkit:** Additional teaching Assistants to be used to support 5 school drivers (*see above*) in each phase of school EYFS/KS1/LKS2/UKS2. | 1, 2, 3 and 4 |
| **Speech and language** | **EEF Toolkit:** *Oral Language Interventions* (+ 6 months*)* | 1, 2 and 3 |
| **Learning Mentor** | **EEF Toolkit:** *Behaviour Interventions* (+ 4 months), *Mentoring* (+ 2 months), *Parental Engagement* (+ 4 months) and *Social/Emotional Learning* (+ 4 months) | 4 and 5 |

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

Budgeted cost: **£*54,889.70***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Family Support/safeguarding worker** | See **EEF toolkit:** *Parental Engagement* (+4 months), *Social & Emotional Learning* (+4 months) | 4 & 5 |

**Total budgeted cost: £230,441.03 (difference with actual pupil premium/catch-up premium figures to be supported from school’s main budget)**

# 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 2020 to 2021 academic year.

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| Our baseline assessments for September 2021 indicate that the performance of disadvantaged pupils in each cohort has been adversely affected by the impact of the pandemic, particularly with regard to the two periods of lockdown. The outcomes that we hoped to achieve as a result of the previous two years of work were therefore not realised.  During the Spring 2021 lockdown the school endeavoured to provide a high quality of home education for our pupils with a mixture of physical resources and online learning, and we backed this with technological support where requested. Although uptake was generally good, and was supported well by school staff, we noticed that disadvantaged pupils were overall more likely to not engage with this learning and, even if they started well, their engagement was more likely to tail off as time passed. This has resulted in lost learning for significant sections of each cohort for the start of the 21-22 academic year, which is most apparent in basic skills and fluency in Reading, Writing and Maths, and also social interactions, language and learning behaviours. The need to address these areas forms the basis of the 5 drivers that we have chosen to focus on as a school, and the areas of the EEF toolkit that we wish to incorporate into the delivery of our PP plan.  Attendance has always been a challenge at SMCA. However, we feel that we had made progress in improving this in the two academic years prior to 19-20 and the first lockdown. Using the school’s SMIS for all pupils we can see that attendance held up relatively well during the 20-21 academic year and was recorded at 95% for all year groups. As we near the end of the Autumn term in 2021, attendance for the academic year to date is 92.4%, with persistent absence running at 27% at the time of writing. Part of the reason for this figure is directly attributable to cases of COVID since Sept, or to pupils who have needed to isolate at home as contacts or whilst waiting for the results of COVID tests. Addressing this high figure will clearly take some work for the remainder of the academic year.  Pupil behaviour at SMCA has been observed as being of a good standard in lesson visits conducted in the Summer and Autumn of ’21. However, mental health and wellbeing seem to have been affected by the two periods of lockdown and the economic effects that many of our disadvantaged pupils have experienced as a result of the labour market. It was noticed throughout the 20-21 academic year that learning behaviours were not what they had previously been, and this has carried over into the 21-22 year. This affects the willingness and motivation of our pupils to fully engage with their learning, even if they are displaying general behaviour that appears to be “good”. |

## 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*

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| Programme | Provider |
| Powermaths | Pearson |
| Pathways to Read/Write | The Literacy Company |
| Cornerstones Maestro curriculum tool | Cornerstones Education |
| Teach Computing | Magpie Education |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | We spend our Service pupil premium funding as an integral part of our wider PP allocation. We have two siblings who qualify, and they are permanently resident in our school locality with no additional support needed to help them to adjust to moves around the country. |
| What was the impact of that spending on service pupil premium eligible pupils? | See above commentary. |

# Further information (optional)

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| We have a wider range of strategies in place as a part of our overall school offer that are not funded by Pupil/Recovery premium, but which supplement the aims of the work that we are doing to improve outcomes for our disadvantaged pupils.  **These strategies include:**   * **Excellent CPD and Training:** We work very closely with Bart’s Training and Support Alliance through our MAT, and have access to a wide range of excellent courses and CPD programmes in order to support teacher development and, in particular, the 5 drivers of High Quality Teaching that are listed above. * **Subsidised school trips:** we provide free transport to and from school trips and activities in order to ensure that cost is not an issue for any of our families * **High quality extra-curricular activities:** We offer a wide range of sporting, academic and creative after-school activities free of charge to all pupils throughout the year * **Specialist sports and outdoor education provision:** The school employs specialist instructors for both PE and Forest Schools/Outdoor Education * **IQM Centre of Excellence:** We are an accredited IQM centre of excellence for inclusion and devote a significant amount of our resources into ensuring that our inclusion practice is of the highest standard. Disadvantaged pupils derive particular benefit from the school’s work in this area. |