

Vision

“Life in all its fullness”

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, ‘life in all its fullness’ (John 10.10).

This statement outlines our Pupil Premium Strategy (and recovery premium for the 2021 to 2022 academic year), how we intend to spend the funding in this academic year to improve the attainment of our disadvantaged pupils and the impact that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Michael’s C of E Primary School
Number of pupils in school	130 pupils (with 2’s and Nursery) 91 (without 2’s and Nursery)
Proportion (%) of pupil premium eligible pupils	15% (with 2’s and Nursery) 13% (without 2’s and Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	1 st December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Beth Dawson Executive Headteacher
Pupil premium lead	Beth Dawson
Governor / Trustee lead	Rev. David

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,100
Recovery premium funding allocation this academic year	n/a
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	£20,100

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupil premium pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-pupil premium pupils' attainment will be sustained and improved alongside progress for their pupil premium peers and high attainers will continue to progress well.

We recognise that pupil premium children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as young carers and pupils with a social worker so the activities outlined in this statement are intended to support their needs, whether they are pupil premium or not. Our ultimate objectives are to:

- Remove the barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between pupil premium pupils and their non-pupil premium counterparts both within school and nationally.
- Ensure ALL pupils have secure code knowledge to apply to the skills of reading.
- Enable our pupils to look after their social and emotional wellbeing and to develop resilience.
- To prioritise quality teaching as our most important lever to improve outcomes for pupil premium pupils
- To plan and implement support through a tiered approach:
 1. Teaching
 2. Targeted Academic Support
 3. Wider Strategies

Challenges

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

Challenge number	Detail of challenge
1	Observations, monitoring, discussions and internal assessments indicate that writing attainment is below national average.
2	We recognise that the emotional regulation and resilience of many of our learners especially our most pupil premium, needs strengthening and supporting. Not all of our pupil premium students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in the other situations.
3	We recognise that some of our pupils including pupil premium pupils have complex needs. These challenges can create significant barriers to learning for pupil premium pupils, affecting their ability to access the curriculum, develop positive relationships and sustain academic progress. Without targeted interventions and tailored support, these barriers risk widening the attainment gap between pupil premium pupils and their peers.
4	We recognise the importance of the wider school community in supporting the progress and wellbeing of our learners especially our pupil premium children. Many of our children face barriers to fully engaging with the life of the school, which can impact their sense of belonging and inclusion. We recognise providing opportunities to strengthen learning and celebrate success supports pupils in feeling a sense of belonging. Through the use of effective communication, sharing learning and a clear curriculum, we can support pupils to make progress.

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 attainment for all children but particularly those that are pupil premium.	• Attainment in reading, writing and maths increases across all year groups by the end of the academic year. • The attainment gap between disadvantaged pupils and their peers is reduced in all year groups. • Disadvantaged pupils make at least expected progress from their starting points, with an increasing proportion making better than expected progress. • End of Key Stage outcomes for disadvantaged pupils are at least in line with national averages for disadvantaged pupils. • The percentage of disadvantaged pupils achieving Age-Related Expectations (ARE) increases in reading, writing and mathematics. • The percentage of disadvantaged pupils achieving Greater Depth Standard (GDS) increases where appropriate. • Internal assessment and pupil progress data demonstrate that vulnerable groups are making sustained progress throughout the year. • Attendance for disadvantaged pupils improves and the gap between disadvantaged and non-disadvantaged pupils narrows. • Quality First Teaching is consistently evident across the school, with adaptations effectively meeting the needs of disadvantaged learners. • Monitoring, pupil voice and work scrutiny demonstrate that disadvantaged pupils are engaged, challenged and achieving well across the curriculum.
Pupil Premium pupils improve their emotional regulation, leading to better readiness to learn. To strengthen the emotional regulation and resilience by developing strategies allowing pupils to access learning. Pupil premium pupils with complex needs will receive targeted interventions and tailored support.	• Pupil premium students demonstrate improved ability to manage frustration and anxiety during challenging tasks. • Pupils are able to articulate and use a wider range of strategies (e.g., planning, self-monitoring, reflection) when tackling difficult learning. • Classroom observations and pupil voice show that learners persevere for longer when faced with challenges. • Evidence from work scrutiny, assessments, and progress data shows that pupil premium students make at least expected progress, with gaps narrowing against non-pupil premium peers.

Intended Outcome	Success Criteria
Pupil premium pupils with complex needs will receive targeted interventions and tailored support.	• Pupil premium pupils with complex needs engage more consistently with the curriculum, as evidenced by lesson observations and work scrutiny. • Improved relationships are observed between these pupils, their peers, and staff, reflected in pupil voice surveys and behaviour logs. • Tailored interventions show measurable impact (e.g., progress data, intervention records, case studies). • Academic progress of pupil premium pupils with complex needs is at least in line with their individual targets, with gaps against peers narrowing over time. • Reduced barriers to learning are evident through decreased behavioural incidents, increased participation in lessons, and improved attendance.
Pupils, including those who are pupil premium, will have access to a wide range of enrichment opportunities that build confidence, aspiration, resilience, and social skills, helping them to develop a stronger sense of belonging within the school community and supporting both personal development and academic progress.	• Increased participation of pupil premium pupils in enrichment, extracurricular, and wider community opportunities. • Pupil voice and surveys show greater confidence, resilience, and aspiration as a result of taking part in enrichment activities. • Pupils demonstrate improved social skills and teamwork in classroom and wider school contexts. • Evidence from observations and records shows pupil premium pupils feel a stronger sense of belonging and inclusion in the school community. • Personal development outcomes (e.g., confidence, independence, resilience) are reflected in teacher assessments, case studies, and behaviour logs. • Academic progress of pupil premium pupils is sustained or accelerated, supported by their broader engagement and development. •

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: £9362.50

Activity	Evidence that supports this approach	Challenge addressed	number(s)
The curriculum lead has lead training on the school's English sequence, how to structure learning and assess appropriately.	Our English cycle of work is based on the EEF guidance which states that writing should be a process not a single event. The curriculum lead has reviewed the English cycle in light of the training and ran additional training to support staff. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1	
The curriculum lead has supported all staff, on a 1-1 basis, to develop their understanding of the process of writing, expectations and how to support the children. To train the curriculum and English lead in CLPE which will be integrated into the English curriculum.	We ensure that all CPD that staff receive is well planned and designed to meet the needs of the school and individual. The ongoing support links with the EEF guidance that states, 'professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.' Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1	
To train EYFS and KS1 staff in Talk 4 Writing to develop the writing curriculum and improve standards.	The EEF guidance suggests that high quality interactions linked with a range of activities supports children in their early development. The Talk 4 Writing programme will ensure that all the recommendations are met. Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	1	
The Headteacher has become a Thrive Trainer to support the professional development of the staff. All staff will be trained as Thrive practitioners. Ongoing CPD to support staff and implement therapeutic	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Evidence and guidance: Special Educational Needs in Mainstream Schools EEF Working with Parents to Support Children's Learning EEF Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	3, 4, 5	

Activity	Evidence that supports this approach	Challenge number(s) addressed
The SENCO has lead training, worked with classes and individuals to ensure the needs of pupils are met. The SENCO ensures appropriate referrals and support is put in place to met the needs of the children. The SENCO sits with staff to review the support plans (x3 a year) and attends all meetings with parents	Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Evidence and guidance: Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	3, 4, 5

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

Budgeted cost: £5371.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will provide additional number and counting support targeted at Pupil Premiums who require further support. This includes more able children who have the potential to reach greater depth. Staff will provide additional targeted number and counting support within continuous provision to support early maths development.	In contrast, the EEF's Early Years Toolkit highlights that early numeracy approaches (tailored number sense activities, use of mathematical games, language development, etc.) can lead to an impressive +7 months of progress. These approaches often blend structured activities, guided teaching, manipulatives, and play-based learning—potentially offering deeper and broader gains than one-to-one maths tuition alone. Evidence and guidance: • Early maths EEF • Improving Mathematics in the Early Years and Key Stage 1 EEF • How children learn maths EEF • Integrating maths into everyday routines EEF • Early numeracy approaches EEF	2, 3, 4, 5
Staff will support children through targeted intervention to ensure children make progress and narrow the gap. Staff will create bespoke support timetables for children to ensure children continue to make progress. The SENCo will monitor all interventions to ensure children are making progress and all support is meeting the needs of the children.	The EEF's Teaching & Learning Toolkit shows that one-to-one tuition delivers substantial impact, with an average gain of +5 additional months of progress when implemented well Evidence and guidance: • Phonics EEF • Deployment of Teaching Assistants EEF • One to one tuition: Technical Appendix EEF • Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5

Staff will support small groups through targeted intervention based on assessment and observations. Staff will engage with the monitoring cycle and analyse data and the impact half termly. The SENCo will monitor all interventions to ensure children are making progress and all support is meeting the needs of the children.	Small group tuition has an average impact of four months' additional progress over the course of a year. Evidence and guidance: • Deployment of Teaching Assistants EEF • Small group tuition EEF (educationendowmentfoundation.org.uk) Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5
The SENCO will support parents to support their child at home.	Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Evidence and guidance: • Parental engagement EEF (educationendowmentfoundation.org.uk) Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £6681.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide bespoke support for children who require external involvement such as EWEL, Educational Psychologist involvement etc We will provide Therapeutic work (Thrive) for the children and work with parents to create an action plan. We will provide Nurture provision.	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Evidence and guidance: • Special Educational Needs in Mainstream Schools EEF Working with Parents to Support Children's Learning EEF	3, 4, 5
We offer free after school clubs which are changed on a half termly basis. The clubs are chosen by the pupil parliament and offer a range of enrichment activities.	At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Evidence and guidance: Life skills and enrichment EEF	6

Total budgeted cost: £20,100

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 2024 to 2025 academic year.

Aims	Outcomes
Maintain high standards of phonic teaching and obtain at least 90% in PSC.	We achieved this outcome
Achieve national average % in KS1 Reading, Writing Exceeding and Maths.	100% of pupil premium children achieved expected standard in KS1 reading, writing and maths.
Increase the % of disadvantaged children who achieve the high standard in RWM at KS2	Some of the children achieved expected standard in RWM. Some children also achieved the GDS in KS2 SATs tests.
Improve attendance of disadvantaged children.	Our attendance is inline with national