

## Pupil premium strategy statement Grimsargh St Michael's C of E Primary School

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

Detail	Data
School name	Grimsargh St Michael's C of E Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	10.1%
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	December 15 <sup>th</sup> 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Stuart Booth Head teacher
Pupil premium lead	Helen Smith Acting Deputy Head teacher
Governor / Trustee lead	Wayne Bretherton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,140
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,028,952

## Part A: Pupil premium strategy plan Statement of intent

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.

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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged 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-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Quality First Teaching and intervention for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

Challenge number	Detail of challenge
1	<b><u>SEMH</u></b> For a variety of reasons (personal, environmental, life events, the impact of COVID 19) some of our children have social, emotional, mental health and behavioural needs. Their needs inhibit their ability to access the curriculum and therefore their self-esteem and academic progress is affected.

2	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Some children’s progress in reading is inhibited by a range of factors. We have a three year plan to improve reading in our school and it is one of our school improvement priorities. To ensure all children have access to high quality whole class/group and where required, 1:1 reading intervention through Lancashire Reading Partners.</li> <li>• We have identified some children, who as a result of Covid19 interruptions to learning, have not met the expected standard for reading. We are keen to fully support this group of children and ensure that they receive extra, high-quality interventions.</li> <li>• No published data for EYFS/KS1/KS2 for academic years 20/21. At the end of the summer term, children in years 1-6 completed formal tests. Summative reading results were, as we predicted, below what would be expected under ‘normal’ educational circumstances (see assessment analysis), particularly in years 1-4.</li> </ul>
3	<p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>• Due to no phonics screening checks taking place in July 2021, Year 2 children will need to be taught a programme of systematic and synthetic phonics during the autumn term of Year 2 to equip them with the knowledge and skills to pass the screening checks due to take place in Autumn Term 2. Trained TA (Y2) plus Acting Deputy Head to deliver high quality intervention sessions for identified children in Year 2, four times a week during the Autumn term.</li> <li>• Acting Deputy Head to deliver high quality interventions, four times a week for the Year 1, Year 2 and Year 3 children identified on internal tracking data, to bridge gaps in learning post Covid 19 lockdowns. All children had access to home learning during lock down but some of our pupil premium children and recovery curriculum children have been identified as having gaps in learning which is having an impact on their reading, writing and self-esteem.</li> </ul>
4	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Some children’s progress in maths is inhibited by a range of factors. Our maths subject leader has developed an action plan to improve the teaching of maths in our school.</li> <li>• We have identified some children, who as a result of Covid19 interruptions to learning, have not met the expected standard for maths. We are keen to fully support this group of children and ensure that they receive extra, high-quality interventions.</li> <li>• No published data for EYFS/KS1/KS2 for academic years 20/21. At the end of the summer term, children in years 1-6 completed formal tests. Summative maths results were, as we predicted, below what would be expected under ‘normal’ educational circumstances (see assessment analysis).</li> </ul>

## 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
<p><b><u>SEMH</u></b> To support all children, particularly those identified by staff, parents and carers (social, emotional, mental health, behaviour or academic needs).</p>	<p><b><u>SEMH</u></b></p> <ul style="list-style-type: none"> <li>• Children fulfil their potential due to having better self-confidence through accessing high quality provision to support their social, emotional, mental health, behavioural and academic needs.</li> <li>• Nurture group run by learning mentor, 1:1 sessions with learning mentor, support from external agencies 1:1 and group.</li> <li>• Internal tracking data will show good academic progress.</li> </ul>
<p><b><u>Reading</u></b> To develop a reading environment and reading culture across the school community.</p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• To encourage all children to be lifelong readers.</li> <li>• Internal tracking data will show identified pupils making good academic progress.</li> </ul>
<p><b><u>Phonics</u></b> To ensure all children achieve the expected level at the end of year 1 or December 2021 for year 2 children in the Phonics Screening Check. For those unable to achieve it, additional support is provided so they achieve this in year 2- summer 2022.</p>	<p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>• To ensure that all children fulfil their potential and the majority of children achieve the expected standard in the phonics screening check (end of year 1 summer term for year 1 children or December 2021 for year 2 children unless they are required to re sit the assessment in the Summer Term).</li> </ul>
<p><b><u>Maths</u></b> To ensure that all children secure their knowledge of number and develop mastery in this subject area.</p>	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• To ensure that all children fulfil their potential and the majority of children achieve the expected.</li> </ul>

## 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: £5,476.22 contribution towards training and Acting DHT salary and contribution to CPD plus £11,314= £16,790.22

Activity	Evidence that supports this approach
<b>Nurture Group (SEMH)</b>	<p><u>Learning Mentor</u></p> <ul style="list-style-type: none"> <li>• Children have access to nurture groups/ 1:1 sessions each week.</li> <li>• Opportunities for all children to have additional pastoral support, where required, from our learning mentor.</li> <li>• Training/ support from external specialists as and when required</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• To ensure all children have access to high quality whole class/group and where required, 1:1 reading interventions, so they are reading at the age appropriate level.</li> </ul> <p><u>TA support</u></p> <ul style="list-style-type: none"> <li>• Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.</li> <li>• Ensure all classes have full-time TA support in KS1.</li> <li>• Full-time morning support as a minimum for all classes in KS2.</li> <li>• Three teaching assistants to support across 4 classes during the afternoon. .</li> <li>• Monitoring schedule in place and share with staff.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• CPD for KS1 teachers and TAs</li> <li>• Acting Deputy Head Teacher phonics intervention in yr1, yr2 and yr3 4x per week from spring term 2022</li> <li>• Yr2 autumn term 2021 as well.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• To ensure all children have access to high quality whole class/group and where required, 1:1 maths intervention.</li> </ul> <p><u>TA support</u></p> <ul style="list-style-type: none"> <li>• Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.</li> <li>• Ensure all classes have full-time TA support in KS1.</li> <li>• Full-time morning support as a minimum for all classes in KS2.</li> </ul>

	<ul style="list-style-type: none"> <li>• Three teaching assistants to support across 4 classes during the afternoon. ·</li> <li>• Monitoring schedule in place and share with staff.</li> </ul>
--	---

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

Budgeted cost: £ 8,086.22 contribution towards training for teachers and TAs plus Acting DHT salary plus £2165= £10,251.22

Activity	Evidence that supports this approach
<b>SEMH</b>	<ul style="list-style-type: none"> <li>• Redesign resource new nurture room. See learning mentor timetables for detail of support 1:1 and structured support.</li> <li>• SENCO and Learning Mentor CPD</li> <li>• Proportion of Acting Deputy Head Teacher Salary (Nurture group Autumn Term 2021)</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Trained teaching assistants deliver 'Lancashire Reading Partners' to identified children.</li> <li>• Teacher and TA CPD</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Phonics Teacher and TA CPD</li> <li>• See Acting Deputy Head Teacher timetable for detail of support 1:1 and structured support.</li> <li>• Proportion of Acting Deputy Head Teacher Salary (autumn 2 term 2021, spring and summer 2022)</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• At Grimsargh St Michael's we are working with our local Maths Hub (Abacus NW) to develop a 'Mastery Approach' to teaching mathematics. In reception, year 1 and year 2, teachers are using 'Mastering Number' as a way of securing number knowledge. We are also using the Maths Hub to engage in their Teaching for Mastery Programme. This is a long- term project that will support teachers in the development of 'Mastery', as part of their classroom practice and ensure continuity across the school.</li> <li>• The Maths subject leader and SENCO are looking to further develop Maths interventions during spring and summer 2022.</li> <li>• Teaching Assistants to provide opportunities for interventions to support the acquisition of new concepts and revise previous learning to support the mastery maths work across school.</li> <li>• Teacher and TA CPD</li> </ul>

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

Budgeted cost: £11,708.56

Activity	Evidence that supports this approach
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Additional support focusing on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</li> <li>• School business manager to take responsibility for attendance.</li> </ul>
<b>Wider Opportunities Clubs</b>	<ul style="list-style-type: none"> <li>• Clubs offered to all pupils (TA employed to lead extra-curricular sports clubs and work with PE subject lead to offer sporting opportunities within school and in the local cluster/ participation in competitions/ inter school events.</li> </ul>
<b>Wider Opportunities Supporting parents/ carers</b>	<ul style="list-style-type: none"> <li>• Quiet Club £12.50 per week x 24 (as from Jan) per child= £300</li> </ul>
<b>Wider Opportunities Visits</b>	<ul style="list-style-type: none"> <li>• Remembrance Service Coach (Y5)</li> <li>• Borwick Hall contribution (Y6) £85 per pupil</li> </ul>
Milk	
Other	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Y6 Hoodies</li> <li>• Reception Class Book Bags</li> </ul>

**Total budgeted cost: £36,140**

## 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.

#### Internal Tracking Data for Pupil Premium Children March 2020-July 2021

##### Progress- Number of Terms per child

##### Reading

1 term progress x 5  
2 terms progress x 2  
3 terms progress x 6  
4 terms progress x 5

61% of our pupil premium children made 3 or 4 terms progress in reading in 4 terms.

##### Writing

1 term progress x 2  
2 terms progress x 4  
3 terms progress x 5  
4 terms progress x 5

59% of our pupil premium children made 3 or 4 terms progress in writing in 4 terms.

##### Maths

1 term progress x 2  
2 terms progress x 2  
3 terms progress x 3  
4 terms progress x 8  
5 terms progress x 1

75% of our pupil premium children made 3 or more terms progress in maths in 4 terms.

To raise the progress in reading, writing and maths, to ensure all children are given the opportunity to attain the higher standard.

To ensure the relevant CPD for staff to support all children's needs and understand expectations of all children.

- OLSIP data shows that compared with other similar schools who submitted data in Lancashire, on average, our children made better than average progress, although results are much lower than pre COVID. Target continued 2021-2022

To support PP children with SEN. To increase support from parents at home with parents.

- Laptops, option to attend school for lessons, print outs and online nurture, weekly check in with SENCO, three online lessons per week with the pupil's class teacher for children learning from home offered to all PP children.

To support pupils in English and Maths

- TA support in class worked well. See data above. High quality individualised support under the direction of the classroom teacher to help narrow the gap. Interventions were monitored.

Target continued/ refined 2021-2022.

To support pupils and improve well-being/social and emotional development.

- High quality individualised support over several years made a big difference. Parents are now requesting that children join the nurture groups. Many services who specialise in supporting schools in this area and have a positive impact on well-being of our pupils. Target continued/ refined 2021-2022

To offer pupils breadth of experience, activities and extra-curricular at no cost.

- Pupil premium children continue to participate in the clubs and benefit from improved well-being. Target continue 2021-2022

To train staff in mental health and well-being to develop the culture and ethos within school.

- Wellbeing of staff prioritised with new permanent head teacher and changes in policies and procedures.

Raise attainment in reading fostering a love of reading and developing comprehension.

- Pupil Premium children made pleasing progress in reading. See data above. Reading continues to be a whole school priority 2021-2022 and target area for our pupil premium children.

Raise attainment in mathematics by further developing arithmetic skills.

- Pupil premium children made pleasing progress in maths. See data above. Maths continues to be a whole school priority 2021-2022 and target area for our pupil premium children.

## 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*

Programme	Provider
Lancashire Reading Partners as above	LCC