

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

This statement details our school's use of pupil 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 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	207
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 18 th 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Stuart Booth Head teacher
Pupil premium lead	Helen Smith Deputy Head teacher
Governor / Trustee lead	Wayne Bretherton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35475.00
Recovery premium funding allocation this academic year	£2610.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£1,065,639.00

Part A: Pupil premium strategy plan Statement of intent

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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/or young carer. The support 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	<u>SEMH</u> For a variety of reasons (personal, environmental and/or life events) 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><u>Reading</u></p> <ul style="list-style-type: none"> • Some children’s progress in reading is inhibited by a range of factors. We have a three-year plan of which we are in the second year. We aim 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. • We have identified some children, who 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 intervention. • Implementation of the new Lancashire Red Rose Phonics scheme and the consistency of our teaching approach.
3	<p><u>Phonics</u></p> <ul style="list-style-type: none"> • The children in Reception class, Year 1 and Year 2 are taught using a programme of systematic and synthetic phonics (Lancashire Red Rose Phonics). • Class teachers work closely with the phonics leader in school to identify children for additional phonics intervention • Teachers also work with parents and guardians to maximise opportunities for reinforcement of phonics at home through home reading. • In 2022, in Year 1, 77% of the children reached the expected standard in phonics (National Average 75%).
4	<p><u>Maths</u></p> <ul style="list-style-type: none"> • Ensuring consistency in teaching and learning in line with the National Maths Hub programme. • Some children’s progress in maths is inhibited by a range of factors. Our maths subject leader has developed a subject development plan to improve the teaching of maths in our school. • The children who are not working at the expected standard for maths, receive in the moment interventions by the class teaching assistant. • Children who are significantly below the expected standard receive extra, high-quality interventions. • In July 2022, 94 % of the Year 6 children reached the expected standard in maths (National 71%) with 52% reaching higher standards (National 22%). • 77% of the Year 2 children reached the expected standard (National 68%) with 13% reaching the higher standard.

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><u>SEMH</u> For the children who have support for SEMH challenges to be in a better position regarding emotional regulation.</p>	<p><u>SEMH</u></p> <ul style="list-style-type: none"> • 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. • Within nurture group run by learning mentor, 1:1 sessions with learning mentor, support from external agencies 1:1 and group, children develop strategies to regulate their emotions. • Learning mentor have completed ELSA training and begin to implement strategies with children in nurture group, leading to more tailored intervention and more children fulfilling their potential due to having improved social and emotional skills. • SENCO and learning mentor work with families to source support from outside agencies when required (Child Action North West, Children and Family Wellbeing, Cancer Help, Vine House, Cre8tability and Bereavement Counselling). • Internal tracking data will show good academic progress.
<p><u>Reading</u> To develop a reading environment and reading culture across the school community.</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • To encourage all children to be lifelong readers. • Internal tracking data will show identified pupils making positive academic progress.

<p><u>Phonics</u> To ensure children have the phonics skills to enable them to become fluent readers by the age of seven.</p>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> • A consistent teaching approach of Red Rose Phonics across Reception, Year 1 and Year 2.
<p><u>Maths</u> To ensure that all children secure their knowledge of number and develop mastery in this subject area.</p>	<p><u>Maths</u></p> <ul style="list-style-type: none"> • A consistent teaching approach of maths across school.

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: Contribution towards CPD, DHT salary and contribution to CPD as a participant (Learning Mentor, teaching and teaching assistants) and delivering training -teachers and teaching assistants) £12,295.00

Activity	Evidence that supports this approach
Nurture Group (SEMH)	<p><u>Learning Mentor</u></p> <ul style="list-style-type: none"> • Children have access to nurture groups/ 1:1 session each week. • Opportunities for all children to have additional pastoral support, where required, from our learning mentor. • Training/ support from external specialists as and when required. • ELSA training and for learning mentor and purchase resources to improve provision in nurture sessions.
Reading	<ul style="list-style-type: none"> • To ensure all children have access to high quality whole class/group and where required, 1:1 reading intervention, so they are reading at the age appropriate level. • Access to CPD for staff. • Access to the Key Stage 2 library at lunch times. <p><u>TA support</u></p> <ul style="list-style-type: none"> • Ensure every teacher is supported by a teaching assistant. • Ensure all classes have full-time TA support in KS1. • Full-time morning support as a minimum for all classes in KS2. • In Key Stage 2, two teaching assistants to support across 4 classes during the afternoon. • Monitoring schedule in place and share with staff. • Access to CPD
Phonics	<ul style="list-style-type: none"> • CPD for all staff • Additional CPD for Key Stage 1 teachers and teaching assistants as needed. • Deputy Headteacher lead phonics intervention in yr1, yr2 twice a week during the Summer Term 2023. • Deputy Headteacher lead twice weekly spelling intervention for children requiring support in Year 3 and Year 4 (application of phonics to writing). • Access to CPD

Maths	<ul style="list-style-type: none"> • To ensure all children have access to high quality whole class/group and where required, 1:1 maths intervention. • Access to CPD, including support from Maths Hub (year 2 of 4-year program). <p><u>TA support</u></p> <ul style="list-style-type: none"> • Ensuring every teacher is supported is essential to achieving the best outcomes for pupils. • Ensure all classes have full-time TA support in KS1. • Full-time morning support as a minimum for all classes in KS2. • Two teaching assistants to support across 4 classes during the afternoon. • Monitoring schedule in place and share with staff. • Access to CPD
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,589.00 contribution towards one-to-one structured intervention TAs plus DHT salary

Activity	Evidence that supports this approach
SEMH	<ul style="list-style-type: none"> • Redesign resource new nurture room. See learning mentor timetables for detail of support 1:1 and structured support. • SENCO and Learning Mentor CPD • Proportion of Deputy Head Teacher Salary (TAF and Early Help meetings, Phonics and spelling intervention groups, 1:1 support for WELCOMM in Key Stage 1, TA CPD and support with interventions plus nurture group Autumn 2021 and Spring Term 2022).
Reading	<ul style="list-style-type: none"> • Trained teaching assistants deliver 'Lancashire Reading Partners' to identified children. • IDL • Narrative Black Sheep Press • Bespoke reading intervention based on needs of the individual or group. • Purchasing new resources and books
Phonics	<ul style="list-style-type: none"> • Phonics CPD for teachers and TAs • Deputy Head Teacher delivering phonics intervention in key Stage 1 (Fast Track Phonics) and spelling support in Year 3 and Year 4 (No Nonsense Spelling). • Proportion of Deputy Head Teacher Salary

Maths	<ul style="list-style-type: none"> • 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. • The Maths subject leader and SENCO are looking to further develop Maths interventions. • 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. • Differentiated online learning platform for home.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,201

Activity	Evidence that supports this approach
Attendance	<ul style="list-style-type: none"> • Additional support focusing on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. • School business manager to take responsibility for attendance. • SENCO attended EBSA training, EBSA resources available to use as and when required.
Wider Opportunities Clubs	<ul style="list-style-type: none"> • 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.
Wider Opportunities Supporting parents/ carers	<ul style="list-style-type: none"> • Quiet Club £12.50 per week x 24 (as from Jan 2022) per child= £300
Wider Opportunities Visits	<ul style="list-style-type: none"> • Remembrance Service Coach (Y5) Let’s Go Sing • Borwick Hall contribution (Y6) £99 per pupil • Whole school visit to the pantomime at Christmas 2022 for eligible pupils
Milk	<ul style="list-style-type: none"> • For eligible pupils
Other	<ul style="list-style-type: none"> • Photos

	<ul style="list-style-type: none">• Y6 Hoodies• Reception Class Book Bags• Families allocated voucher from a local charity at Christmas.
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Total budgeted cost: £38,085

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.

SEMH

For the children who have support for SEMH challenges to be in a better position regarding emotional regulation.

Positive feedback from children, parents and staff regarding the impact of attending nurture group/ 1:1 sessions on pupil's self-confidence. Pupil premium children also making encouraging academic progress- see data.

Phonics

To ensure children have the phonics skills to enable them to become fluent readers by the age of seven.

In 2022, in Year 1, 77% of the children reached the expected standard in phonics (National Average 75%). All teachers and TAs received phonics training and the new scheme is in use. Reading scheme updated to ensure that the children have the opportunity reinforce learning with phonic reading books and apply blending and segmenting skills when reading.

Reading

To develop a reading environment and reading culture across the school community.

Encouraging progress reflected in the data and through pupil voice interviews and discussions in pupil progress meetings, our pupil premium children are developing a love of reading and benefitting from the interventions in school. Reading target to continue (three year SIP target). 61% (14/ 23) of pupil premium children made at least expected progress in reading from 2021 to 2022.

Maths

To ensure that all children secure their knowledge of number and develop mastery in this subject area.

Encouraging progress reflected in the data and through discussions in pupil progress meetings. 57% (13/23) of pupil premium children made at least expected progress in Maths from 2021 to 2022. We are in the second year of 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. The Maths subject leader is working with Key Stage 2 teaching assistants to enhance the calibre of the Maths interventions. Key Stage 1 staff use the Mastery in Number resources for intervention. Teaching Assistants also provide opportunities for pupils to develop confidence in using and applying new concepts and revise previous learning to support the mastery maths work across school. All pupils have access to an online learning platform to reinforce mathematical concepts at home. Teaching staff ensure that tasks are differentiated.

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
Mastery in Number	Abacus North West
ELSA	ELSA network.org Lancashire
ELKLAN	ELKLAN
Talk Boost	TALKBOOST
WELLCOMM	WELLCOMM
Attend Framework (EBSA resource)	Brighton and Hove City Council