

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	208
Proportion (%) of pupil premium eligible pupils 23/208	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 24 th 2023
Date on which it will be reviewed	November 2024
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	£38,705.00
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	£1,148,020.00

Part A: Pupil premium strategy plan Statement of intent

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.

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 a 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	SEMH 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, at times, inhibit their ability to access our curriculum and therefore, their self-esteem and academic progress is affected. Pupil premium funding is used to facilitate support from the school's learning mentor (Emotional Literacy Support).
2	Pupil premium funding is used to ensure that no child misses out on extra-curricular activities due to restrictions because of family finances.

3	We have a three-year plan, of which we are in the third year, to encourage children to be lifelong readers. Children’s progress in reading can be inhibited by a range of factors. Pupil premium funding is used to ensure that all children have access to high quality whole class/group and where required and 1:1 reading intervention through Lancashire Reading Partners.
4	All children in reception class, year 1 and year 2 are taught using a programme of systematic and synthetic phonics, through the Lancashire Red Rose Phonics scheme. Pupil premium funding is used to enable class teachers and teaching assistants to support children with additional phonics intervention when required.
5	Our maths subject leader has developed a subject development plan to improve the learning of maths in our school. Pupil premium funding is used to provide support for children who are not working at the expected standard for maths. They receive in the moment interventions from the class teaching assistants. Some children who are significantly below the expected standard receive extra, high-quality support through specific interventions.

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
At least expected progress is made for pupils in receipt of pupil premium in reading, writing and maths from their starting point.	<ul style="list-style-type: none"> • End of KS2 data indicates that all pupils in receipt of PP funding have made at least expected progress from their starting point. • Internal data indicates the above for pupils in other year groups.
All pupils with SEMH needs, including those in receipt of pupil premium funding, are met to ensure they are ready for learning.	<ul style="list-style-type: none"> • Pupils can access high quality teaching and targeted interventions where needed to support them in making progress. • Pupil voice outcomes, teacher and parents/ carer observations are positive and indicate improved SEMH.
Develop a rich reading environment that supports pupils progress in reading across school.	<ul style="list-style-type: none"> • Outcomes from pupil voice indicate positive responses to reading material available. • End of KS2 data indicates that all pupils in receipt of PP funding have made at least expected progress from their starting point. • Internal data indicates the above for pupils in other year groups.
Children have the phonics skills to enable them to become fluent readers.	<ul style="list-style-type: none"> • A consistent teaching approach using Red Rose Phonics across reception, year 1 and year 2 with high quality intervention for identified pupils.
Pupils acquire a deep knowledge of maths, that will prepare them for life beyond school.	<ul style="list-style-type: none"> • Outcomes of monitoring indicate a positive and consistent approach to the teaching and learning of maths across school.

	<ul style="list-style-type: none">• End of KS2 data indicates that all pupils in receipt of PP funding have made at least expected progress from their starting point.• Internal data indicates the above for pupils in other year groups.
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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) £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding for additional teaching assistant hours to facilitate small group intervention and to support targeted children.	<p>Internal data and standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <ul style="list-style-type: none"> - Standardised tests - Assessing and Monitoring Pupil Progress - Education Endowment Foundation - Training/ support from external specialists as and when required. - ELSA training for our learning mentor. 	<p>1 3 4 5</p>
Part funding for additional teaching Assistant hours to facilitate small group intervention and support for targeted children with phonics, reading, writing and/ or maths.	<p>Internal data and standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <ul style="list-style-type: none"> - Standardised tests - Assessing and Monitoring Pupil Progress - Education Endowment Foundation - Access to CPD for staff. - Pupil access to the Key Stage 2 library at lunch times. - Access to outdoor library. - Access to the rest and reflect area. - 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 quality external and internal CPD 	<p>1 3 4 5</p>

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

Budgeted cost: £11,705.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards the cost of outside agencies to provide targeted support for vulnerable children e.g. behaviour support, EAL support.</p> <p>Funding for targeted 1:1 support for identified pupil premium pupils.</p>	<ul style="list-style-type: none"> - Intervention targeted at specific needs - Identification of gaps in knowledge to support low attaining pupils or those falling behind - Pupils have access to emotional literacy support/ resources. - Opportunities for all pupils to have additional pastoral support, where required. - Resources purchased to improve provision in nurture sessions. 	<p>1</p> <p>3</p> <p>4</p> <p>5</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Support towards the cost of support for children with persistent absence.</p>	<ul style="list-style-type: none"> - Interventions to support positive behaviours - Additional support focusing on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. - School business manager to regularly liaise with HT regarding attendance. - EBSA resources available to use as and when required. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Wider Opportunities</p> <p>Support towards the cost of school visits and visitors, extra-curricular activities and wider opportunities music for pupils in receipt of Free School Meals.</p>	<p>- Part Funding for Emotional Literacy Support Assistant and support for vulnerable children.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. For example improved academic performance, attitudes, behaviour and relationships with peers according to the EEF Social and Emotional Learning research.</p> <ul style="list-style-type: none"> - Wider Opportunities Music for all children in Y4 £1,500 - Life Education Visit £876 - Clubs offered to all pupils 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

	TAs cover some classes when the PE subject leader or other staff attend off site events (opportunities within school, in the local cluster/ participation in competitions/ inter school events).	
Visits	<ul style="list-style-type: none"> - Remembrance Service Coach (Y5) £200 - Let's Go Sing £140 - Borwick Hall contribution (Y6) £108 per pupil - Whole school visit to the pantomime at Christmas 2023 for eligible pupils - Contributions for eligible pupils on other visits £650 	 1 2
Milk and Toast	For eligible pupils	 1 2
Other	<ul style="list-style-type: none"> - Photos - Y6 Hoodies £19.25 each - Reception Class Book Bags £4.50 each - Families allocated voucher from a local charity at Christmas. - Harvest gifts (fresh and non-perishable food offered) 	 1 2

Total budgeted cost: £38,705.00

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 2022 to 2023 academic year. In 2022-2023 we received £35,475.00.

Impact of Pupil Premium Funding

Impact is measured through regular discussion with targeted pupils and their parents, through pupil progress meetings in school and through teacher assessment. Provision may not always have an immediate impact but should be evident when measured over time. In July 2023, we had 22 Pupil Premium Children in school- 8 of these pupils have a targeted learning plan for a Special Educational Need (SEN) and 3 have English as an additional language (EAL).

Reading

At least on track 14/22: 64%
Deeper learner 1/22: 5%

Reading PP and not SEND

At least on track 14/14: 100 %
Deeper Learner 1/14: 7%

Writing

At least on track 12/22: 55%

Writing PP and not SEND

At least on track 12/14: 86%

Maths

At least on track 12/22: 55%

Maths PP and not SEND

At least on track 11/14: 79%

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.

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
Talk Boost	TALKBOOST
WELLCOMM	WELLCOMM
Attend Framework (EBSA resource)	Brighton and Hove City Council
SNAP SPLD and Behaviour Profile	