

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

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	11.5% (Nov 25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 – 2028/29
Date this statement was published	27/11/2025
Date on which it will be reviewed	September 2026
Statement authorised by	Matt Thompson
Pupil premium lead	Alison Palmer
Governor / Trustee lead	Sally Coneron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,910
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£30,910
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,910

Part A: Pupil premium strategy plan

Statement of intent

- To provide a holistic and inclusive approach to meeting the needs of disadvantaged pupils and their families.
- To ensure all adults in school are aware of the individual needs of our disadvantaged pupils and feel confident supporting these children to be the best they can be.
- Our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age-related expectation and matching the attainment of their peers
- To inspire disadvantaged pupils to recognise the value of education and learning and to recognise how they can make a valuable contribution to life in the 21st century.
- To encourage our disadvantaged pupils to be aspirational.

Challenges

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

Challenge number	Detail of challenge
1	The gap in attainment, between disadvantaged and non -disadvantaged pupils has widened since COVID 19 lockdown.
2	Increase in social and emotional needs
3	Financial constraints as a result of cost of living increases causing hardship

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
Identify the need for each PP pupil	PP list with identified need – academic/ SEMH/financial.
Meeting the needs of our PP pupils:	Pupil progress meetings with each teacher with in-depth analysis of identified needs being met.

Pupil progress meetings each term focusing on PP pupils and monitoring outcomes (academic/ SEMH/financial).	
Support mental health and well-being of PP pupils: <ul style="list-style-type: none"> - Whole school initiatives - Pupil councils (anti-bullying/emotional well-being) - ELSA - Number 22 counselling - Buddy system 	Pupils have a better understanding of mental health and have access to a variety of support when needed.
PP children are aspirational and are given opportunities and experiences	PP profiles used to understand their future aspirations Level up PP children to provide experiences and opportunities

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: £11,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training	£700 Sarah Clarke - Assessments £2,553 Traded services RBWM - Educational Psychology; £1,987 - 30-hour Package by the Specialist Teacher Service £375 Nessler Reading & Spelling; Additional licences £835 AFC Education welfare service ££620 National Education Group; £1,468 Kapow; Accelerated Reader Balance £136 (changing for 25/26!); Intelligensa Ltd, Apr-Oct 2025; Writers for Life intervention £350; Developing use of the curriculum prioritisation materials – Maths £1,300 so far	1

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

Budgeted cost: £15,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher, Specialist teacher, Teaching Partners & Pupil Premium Champion	Covering while <i>teacher supports children individually -Michelle, Emma, Sara Maria; Lucy - 1 hour per week; Alison - speech & language</i>	1

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

Budgeted cost: £3,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	ELSA used to support PP children and their social and emotional development.	2
Extra-Curricular activities/clubs/trips	Supporting families with accessing extra-curricular activities and clubs supports social and emotional development, increases inclusivity and gives children more opportunities.	2 & 3
Number 22 Counselling Service	Counselling service providing skilled and trained counsellor to support mental health of children.	2
School uniform	Uniform gives children a sense of belonging.	3
Experience based opportunities	Houses of Parliament, pre-swimming lesson sessions, local competitions/visits	2 & 3

Total budgeted cost: £30,910

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Summer 2025:</p> <p>EYFS:</p> <p>PP (x 4) 25% achieved GLD</p>

<p>SEN (x 1) 100% achieved GLD</p> <p>Phonics screening (year 1) PP – no children in cohort SEN – no SEN on register</p> <p>KS2 SATS:</p> <p>PP (x2): 50% achieved EXS in reading 0% achieved EXS in writing 0% achieved EXS in maths</p> <p>SEN (x8): Reading – 25% WTS 75% EXS+ 25% GDS 25% Writing – 87.55 WTS 12.5% EXS Maths – 50% WTS 50% EXS+ 12.5% GDS</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Staff online CPD	National College
Nessy (reading/Dyslexia support)	Nessy Learning

Further information (optional)

<p>Our aims for this 3 year strategy is to understand how we can best ‘Level up’ our PP children academically and through experiences and opportunities.</p> <p>The new strategy will reflect how our provision has evolved and will continue to evolve to meet the needs presented by our disadvantaged children.</p> <p>We will be increasing opportunities to give disadvantaged children opportunities and tools to boost their experience in school academically and personal development. We will be exploring and implementing examples such as:</p> <ul style="list-style-type: none"> • Core curriculum intervention/booster support • Swimming – further opportunities to build on essential swimming skills • Sport – take part in range of inter and intra school competitions and festivals • Extra-curricular – school councils, trips <p>These ideas along with other opportunities to give children the extra steps to support their journey before moving up to secondary school.</p> <p>Our aim is for our disadvantaged pupils to be aspirational, through PP profiles we will be hearing the voice of the child and understanding what their hopes and dreams are. The PP profile will be a log through their journey at St Michael’s completed and worked on with a ‘buddy’ which is an assigned member of staff who will be a person who can connect with the pupil.</p>
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To support SEMH and SEN needs of our disadvantaged pupils we have a sensory/calm room as a safe space to meet sensory needs. We buy into Number 22 counselling service which provides one-to-one sessions to support SEMH needs.