

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	St Michael's Woolmer Green VA C of E School
Number of pupils in school	186
Proportion (12%) of pupil premium eligible pupils	27 (Dec 23)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December '21, '22 & '23
Date on which it will be reviewed	December '24
Statement authorised by	Jan Martin (Headteacher)
Pupil premium lead	Jan Martin
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	April '23 to March '24 based on Oct '22 census £33,435
Recovery premium funding allocation this academic year	£3,117.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£36,552.50

Part A: Pupil premium strategy plan

Statement of intent

Shine as Lights in the World

- Our aim is for all our children to feel safe and happy in school, so that they can engage positively with their learning and other activities, including extra-curricular. We want to have positive parent/carer partnerships so that we can encourage parental engagement with the school and can support parents/carers in helping their children. We need to support children and families where attendance is impacting on learning.
- Our Social, Emotional & Mental Health (SEMH) support for groups and individuals, coupled with high quality class teaching and academic interventions will help us in achieving the above.
- Our key principles are those of providing a nurturing environment and one that puts wellbeing at its core.
- We intend for all disadvantaged pupils to make positive progress in all subjects and to narrow the gap between disadvantaged and non-disadvantaged pupils.
- We aim for all our pupils, including disadvantaged pupils to have equal access to wider opportunities within and outside the school environment.
- We have high expectations and aspirations for all pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	5% of the Disadvantaged cohort are also on the Special Educational Needs & Disability (SEND) register
2	6% of the cohort are from the Travelling Community and have had little or no schooling
3	Not all our families in this cohort accepted places to attend school in Lockdown and this has affected academic progress and attitudes to learning
4	Attendance is an issue with some of this cohort being persistent absentees and our Traveller families previously not attending school regularly
5	11% of this cohort have SEMH difficulties resulting from family issues

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
Pupil attendance improves	Attendance data improves and less persistent absentees. At least 75% are above 95% for individual attendance
Parental engagement improves, so that children are better supported with their learning	Parental attendance at consultations, transition meetings and other events will have improved
Pupil confidence & social & emotional resilience improves	Teacher/TA voice, pupil voice, individual case studies will demonstrate improved confidence & resilience
The number of children meeting age related expectations in Reading, Writing and Maths will at least meet National figures for this cohort	At least 70% will be at expected by the end of 2024

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: £6,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
New maths scheme introduced – White Rose, to ensure consistency of approach	Education Endowment Foundation (EEF) reports that the impact of mastery learning approaches is an additional five-month progress, on average, over the course of the year.	all
Reading Plus Intervention	An intervention for all Year 5 children, focusing on comprehension. Used in school and at home.	1, 2, 3, 4
TT Rockstars	Support for times tables at school & home	1, 3
Herts Young Chef programme	Teaching of explicit cooking skills and final preparation & cooking of a meal (Year 5)	all
Picture News	A whole school resource, focusing on current news around the world (UN Rights for the child, British Values)	all
Attendance on DSPL & other courses (SEND), as well as SEND briefings. TA &	Classroom practice improves. Subject knowledge gained. Children better supported in class.	all

teacher training on Zones & autism. ELSA training.		
National College Subscription	CPD for all staff to support teaching and learning. Better subject knowledge.	all
Dynamo Maths Programme	Group and 1 to 1 intervention for pupils with maths difficulties	1, 2, 3, 4
Twinkl Phonics	Department of Education (DFE) approved phonics scheme links to school practice and reading scheme books	1, 2, 3, 4
Nuffield Language Intervention Programme (NELI)	DFE approved programme proven to be effective in raising e outcomes in Reception-age children's early language, communication and speech skills – particularly those needing most support to overcome the disruption of the pandemic. Started in Autumn 2 with present reception	1, 3, 5

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

Budgeted cost: £15,500 Staffing

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS Wellcomm & NELI assessment and language interventions	Small group tuition can have 4 months positive impact on learning.	1, 3, 4
1:1 support for SEMH Drawing & talking, self-esteem, emotional regulation etc. ELSA	Check ins once a week to help with children's mental health issues. Timetabled 1 to 1 support for individuals.	1, 3, 4, 5
Extra Literacy Support for children with specific learning difficulties (TA led)	Small group tuition/1 to 1 tuition can have 4 months positive impact on learning.	1, 3, 4
Pre-teaching groups before school & extra pm groups for specific interventions	Small group tuition/1 to 1 tuition can have 4 months positive impact on learning.	1, 3, 4

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

Budgeted cost: £200 per child for attendance at a club; support for swimming and school trips; ukulele; Wellbeing Day/resources; purchase of new uniform each year

Total £13,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused group interventions – Lego therapy, protective behaviours. 1 to 1 SEMH support – talking and drawing,	Improvement in social skills and self-regulation. Better behaviour for learning and improved behaviour with peers	1, 3 & 4
Ukulele Lessons Years 3, 4 & 5	Broadening experiences and enhancing wellbeing	all
Annual Wellbeing Day	Boosting confidence and resilience, as well as enhancing wellbeing	all
Lunchtime Nurture Club	Improvement in social skills and self-regulation. Better behaviour for learning and improved behaviour with peers (less lunchtime incidents)	1, 3 & 4
Attendance at extra-curricular club	Improved engagement for learning, confidence improves as well as social skills	1, 3, 4 & 5

Total budgeted cost: £ 6,109 + 15,500 + £13,250 = £34,859

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 2021 to 2022 academic year.

We use the YARC Assessment to measure progress in our reading interventions as well as Reading Benchmarking with the younger children.

Wellcomm Assessment for language is carried out for our reception cohort and we are able to let parents know any areas that needed to be addressed so that they can support the children at home as well. The Nuffield language Assessment is also used to identify children who would benefit from additional support as part of a small group.

Teacher Assessment is used in the core subjects – maths, writing, reading and science. Easy Tracker Assessment is used to record internal data. Book looks, termly reports and pupil progress meetings take place in Years 1-6 and termly meetings with parents/carers of reception children.

The catch-up funding was used for groups of Year 5 students in English and Maths, as well as paying for extra teaching time in Year 1 and Year 5 last academic year. (21-22)

SEMH support was a big focus for us – groups and individuals as well as class lessons as part of PSHE. Support for mental health through Hello Yellow Day and a whole-school wellbeing day. Whole school assemblies on values, my personal best and wellbeing.

IMPACT: Our Pre-teaching groups gave the children the confidence to engage with the class lessons and increased resilience.

SEMH Interventions such as Protective Behaviours and Lego Therapy support the children who are struggling with self-esteem, friendships and taking turns. This has had a positive effect on their behaviour for learning, but there needs to be ongoing work. Lunchtime Nurture means that children have different options at lunchtime if they are struggling on the playground.

There are several reading interventions, focusing on reading fluency and comprehension. This was a very successful intervention used predominantly in Years 2, 4 and 5. Most of the children made between 5 months and over 4 years progress in reading aged accuracy and their reading rate, with increased progress in comprehension. The reading fluency intervention will be continued. Alongside this whole class guided reading is being trialled.

Children in Year 1 and 2 are regularly benchmarked to assess progress and focus needed – either in fluency or comprehension and this is communicated to parents/carers at the pupil progress meetings.

Year 5 children complete their Reading Plus intervention and last year's reading paper in the SATs had 74% of the second cohort to try this intervention at ARE (2 pupils just missing it).

All Pupil Premium children are paid for to take part in trips, swimming Years 4-6, ukulele Years 3, 4 & 5 and uniform is purchased annually for those that need it in the summer term.

The Phonics Assessment for Year 1 was completed in July and 92% of the children passed. We had 1 EAL child who had just joined the school, 1 traveller. These children were either unable to access the test or did not pass.

At the end of July '23, 26% of our Pupil Premium children were at age related expectations in writing; 30% were at age related or above in reading, with 4.3% at greater depth; 52% were at age related expectations in mathematics. This data includes some of our travelling families who could not be teacher assessed in the Summer Term.

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
YARC Assessment	York LEA
Online CPD Hub for all staff	National College
Reading Plus (Year 5)	Dreambox Reading Plus
Computing & online homework & reading	Purple Mash
Dynamo Maths (some individuals)	Jellyjames
Nuffield Language Intervention	Nuffield