

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	189
Proportion (15%) of pupil premium eligible pupils	31 (Dec 24)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027
Date this statement was published	December '24
Date on which it will be reviewed	December '25
Statement authorised by	Jan Martin (Headteacher)
Pupil premium lead	Jan Martin
Governor	Debbie May

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	April '24 to March '25 based on Oct '23 census £41,663 (28 children)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£41,663

## 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	29% of the Special Educational Needs & Disability (SEND) register is made up of our disadvantaged children
2	6% of the cohort are from the Travelling Community and have had little or no schooling
3	Attendance is an issue with some of this cohort being persistent absentees and our Traveller families previously not attending school regularly
4	9% 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 95%+ and less persistent absentees (below 15%)
Parental engagement improves, so that children are better supported with their learning	Parental attendance at consultations, transition meetings and other events will improve
Pupil confidence & social & emotional resilience improves	Teacher/TA voice, pupil voice, individual provision maps 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 2025

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: £11,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths scheme – 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. Homework sheets shared with parents/carers	all
Reading Plus Intervention for 2 classes or the next 3 years	This intervention is now used for all Year 4 & 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 4)	all
Picture News	A whole school resource, focusing on current news around the world (UN Rights for the child, British Values)	all
Kapow (art, geography & history)	To support staff with teaching essential skills. Classroom practice improves. Subject	all

	knowledge gained. Children better supported in class.	
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, including our travellers who are unable to access some of the class maths	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: £15,533 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
1:1 reading support, especially for the children not able to read at home.	Small group tuition/1 to 1 tuition can have 4 months positive impact on learning.	1, 3, 4
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

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

Budgeted cost: £300 per child for attendance at a club once a week; support for swimming and school trips; whole class ukulele lessons Years 3, 4 & 5; Pbuzz whole class lessons in Year 2 Summer Term; Wellbeing Day/resources; purchase of new uniform each year

Total £15,000

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 pBuzz Lessons in Year 2	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 clubs	Improved engagement for learning, confidence improves as well as social skills	1, 3, 4 & 5

**Total budgeted cost: £ 11,130 + 15,533 + £15,000 = £41,663**

## 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 2023 to 2024 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.

SEMH support was still 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. ELSA support for individuals.

SEMH Interventions such as Protective Behaviours, ELSA 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 progress in their reading age, 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 used in some classes.

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 88.9% reached ARE of the third cohort to use this intervention in Year 5. This is now being used in both Year 4 & 5.

KS2 SATs Reading, Writing and Maths 70.4%, up from 67% (2022-23) and compared to National data of 65.2%.

At the end of KS2 83% of our PP children were at the expected standard in Reading and 67% were at the expected standard in Maths. Two of these children were on the SEND register, one was EAL (Ukrainian) and two had SEMH support.

The Phonics Assessment for Year 1 was completed in July and 92% of the children passed.

All Pupil Premium children are paid for to take part in trips, swimming and an extra-curricular club. Years 3, 4 & 5 have class ukulele lessons and Pbuzz lessons in Year 2.

Uniform is purchased annually for all the disadvantaged pupils 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
Online CPD and support with policies etc	The Key
Reading Plus (Year 4 & 5)	Dreambox Reading Plus
Computing & online homework	Purple Mash
Dynamo Maths (some individuals)	Jellyjames
TT Rockstars	Maths Circle Ltd.
Nuffield Language Intervention	Nuffield