

Pupil premium strategy statement

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	St Michael's Woolmer Green VA C of E School
Number of pupils in school	187
Proportion (17%) of pupil premium eligible pupils	31 (April 25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December '25
Date on which it will be reviewed	December '26
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 '25 to March '26 based on Oct '24 census £51,425 (31 children)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£51,425

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.
- Securing strong foundations in Early Years and KS1, with high quality interactions.
- 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	27% of the Special Educational Needs & Disability (SEND) register is made up of our disadvantaged children
2	4.8% 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	7% of the cohort have SEMH difficulties
5	50% of the Year 1 cohort were not at age related expectations for language when they entered reception

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
Children's spoken language and understanding improves	Increased confidence, understanding of key concepts e.g. prepositions. Listening, learning and remembering
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 2026

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Key		
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 for 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
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 knowledge gained. Children better supported in class.	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
Literacy Tree Drawing Club & Poetry basket (reception)	Introducing children to more engaging & diverse stories to improve vocabulary and writing skills	all
Jigsaw PSHE	Whole school mindful approach to PSHE (including RSE)	all
Developing Experts (Science)	Engaging, practical approach to Science including professionals demonstrating future careers	all
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: £30,000 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 PP 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 £14,500

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
School Family Worker	Supporting families with Parenting Issues	
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: £ 8,000 + 30,000 + £14,500 = £52,500

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 Twinkle Phonics assessments, Reading Plus to measure progress in our reading interventions (Years 4 & 5) 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, as well as the foundation subjects from 25/26 academic year. Easy Tracker Assessment is used to record internal data, which is done termly. Book looks 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 our values and vision and wellbeing. ELSA support for individuals. We purchased Jigsaw (a mindful approach to PSHE) and classes started using this Summer Term 25. Each half termly topic begins with a whole school launch assembly.

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. Alongside this whole class as well as group guided reading is being used in some classes.

Children in Year 1 and 2 are regularly assessed in phonic knowledge as well as in fluency and comprehension and this is communicated to parents/carers at the pupil progress meetings.

Pre-teaching in maths, using the White Rose materials began this academic year and Dynamo maths is used for children individually who are below ARE.

Year 5 children completed their Reading Plus intervention and last year's reading paper in the SATs 91% reached ARE of the fourth cohort to use this intervention. Next academic year's Year 6 (2026-27) will have used it for 2 years in a row as it is now being used in both Years 4 & 5.

KS2 SATs (July 2025) Reading, Writing and Maths 82%, up from 70% (2023-24) and compared to National data of 62.2%.

At the end of KS2 50% of our PP children were at the expected standard in Reading and 50% were at the expected standard in Maths. One child was EAL (Ukrainian) and one was a service child.

The Phonics Assessment for Year 1 was completed in July and 78.6% of the children passed. 4/5 of the PPG children in the class 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, prior to the September start.

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	Purple Mash
Dynamo Maths (some individuals)	Jellyjames
TT Rockstars	Maths Circle Ltd.
Nuffield Language Intervention	Nuffield