



Pupil Premium Strategy Statement

Creech St Michael Church of England 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	16.42% (26/11/24)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	20/12/24
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Claire Marsland
Governor / Trustee lead	Rev. Lee Mullins

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,250
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
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>	£ 63,250

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Creech St Michael Church of England Primary School we provide a high quality of education for all our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in core subjects as well as in other areas of their education. We are also aware of the pressures which children from service families are under and seek to provide the best-tailored support for these children so that they can continue to thrive. The school has selected to target academic support, emotional support, family learning support and behaviour support as well as other tangible and practical measures such as additional resources and help with educational trips. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. Main Barriers: These encompass a whole range of factors including socio-economic background and behavioural difficulties. Our attitude to all these barriers, however, is that with help they can all be overcome and that all children educated here can and do achieve extremely well whatever their starting points.

Challenges

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

Challenge Number	Detail of challenge
1	On average, the attendance of Pupil Premium children is lower than non-Pupil Premium children with some children persistently absent
2	It is difficult to engage some of the Pupil Premium children's parents in supporting their child's learning.
3	A significant number of pupil premium need support with their behaviour and social skills, especially unstructured points in the day.
4	The socio-economic background of pupil-premium children can prevent them from attending extra-curricular activities, visits and experiences
5	Low start points in Early Years Foundation Stage and low Attainment of children at the end of EYFS
6	Staff changes and difficulties with recruitment
7	Evolving curriculum to reflect the current times.
8	Over recent years, Pupil Premium children have not met age-related expectations in line with the Pupil Premium children nationally.
9	Post pandemic – interrupted / disrupted education for children during academic years 2019 – 2020 and 2020 – 2021. Created gaps in learning and lowered resilience and confidence.

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
To ensure that in reading, writing and maths our PP children close the gap and do as well in their attainment and progress from EYFS to KS2 as their non-PP peers nationally and in school.	✓ All pupil premium children to make good academic progress from their starting point ✓ To decrease the attainment gap between Pupil Premium and non-pupil premium children ✓ Pupil Premium children's attainment is as good as non-pupil premium attainment
To support Pupil Premium children with social and emotional development	✓ ELSA and social skills baseline and end of intervention assessment to indicate positive progress with social and emotional development ✓ Running Forest School for KS2 classes as well as smaller SEMH group
To increase the attendance levels of Pupil Premium Children	✓ The attendance percentage gap between Pupil Premium children and non Pupil Premium children will be reduced ✓ To improve the attendance of children that are persistently absent from school
To continue to improve levels of engagement for parents of our Pupil Premium cohort; focusing on engagement with the children's learning and their relationship with school.	✓ Parents are well-informed of the curriculum coverage in their child's academic journey ✓ A higher percentage of Pupil Premium parents attend curriculum meetings and parents' evenings ✓ A higher percentage of Pupil Premium children are engaging with home-school learning including reading
To ensure that all children continue to access a broad, balanced, creative and exciting curriculum, which is firmly grounded in knowledge and skill development	✓ Creech St Michael's curriculum will continue to be developed
To ensure that all our Pupil Premium children have access to high-quality education experiences in the form of visitors, school trips and visits.	✓ Pupil Premium children access a wide range of enrichment activities that they may not attend outside of school. ✓ Pupil Premium children engaging in after-school clubs. ✓ All Pupil Premium attend school trips and swimming lessons.

Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing staff awareness and understanding of the National Curriculum across EYFS/KS1 and KS2	Through staff CPD, INSETs and PDMs, teachers will gain a better understanding of year-group curriculums and expectations across different key stages. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding of the curriculum content.	5 & 6
Enhance and embed the rolling programme and fully develop curriculum subjects, specifically focusing on history, geography, science, RE, English and Maths	Embedding substantive concepts and disciplinary knowledge in history, geography and science. Subject leader CPD opportunities will ensure the leader's knowledge remains current and relevant to the pupil's needs and new learning opportunities for pupils will enrich the curriculum further.	5, 6, 7, 8 & 9
High-quality teaching is embedded to ensure that learning is scaffolded to meet the needs of all pupils.	Following the EEF high-quality teaching assessment it stipulates that scaffolding should be used to support the needs of all pupils in the classroom.	5 & 8
Recruit more TAs to run interventions	EEF provides clear evidence that high quality interventions delivered by adequately trained staff enables children to make good progress	5, 6 & 8
Provide TAs with regular professional development	EEF provides clear evidence that high quality interventions delivered by adequately trained staff enables children to make good progress Staff feel valued and this will improve retention of high quality staff.	5, 6 & 8

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for pre-teaching and revisiting misconceptions on a weekly basis	Following the EEF high-quality teaching assessment it stipulates that revisiting misconceptions and use of preassessments aids high-quality teaching	5, 8 & 9
Targeted interventions for reading and phonics	Additional TA hours to run phonic & comprehension sessions for pupils to ensure that they are secure in their phonic & comprehension knowledge.	5, 8 & 9
Targeted interventions for mathematics	Additional TA hours to run maths sessions for pupils to ensure that they are fluent in the four operations relative to their year group as well as having an instant recall of number bonds and/or multiplication facts.	5, 8 & 9
Targeted interventions for Y5/Y6 pupils in reading, writing and maths	Evidence from post pandemic shows children who were in EYFS and Year 1 during the pandemic have been impacted greatly by an interrupted education.	5, 8 & 9

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

Budgeted cost: £ 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly tracking of attendance to identify trends and next steps to support families	Staff will work collaboratively with parents to engage families in learning and therefore improve attendance. Where families need further support, various strategies will be put into place to ensure their child has good attendance.	1
Review start of day procedures – provide a 'softer' start	Encourage all pupils to arrive on time; evidence shows that persistence lateness impacts attainment.	1
Dedicated staff members trained in ELSA.	School-based ELSA supports the emotional needs of pupils by using their own resources.	3
External dedicated staff member trained in Forest School	Forest School teacher to provide halftermly class sessions for pupils in KS2 and another session for vulnerable children from across the school.	3
Behaviour Interventions: SEMH Nurture Groups & Play Therapy	Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of	3

	behaviours, from low-level disruption to aggression, violence and general antisocial activities.	
School trip subsidies for Pupil Premium children who require it	Pupil Premium pupils, who are in financial difficulties, are offered opportunities to take part in visits and trips, either free of charge or at a subsidised cost.	4
Parental Engagement & Curriculum Meetings	Termly opportunities for parents to explore their child's work as well as gain a further understanding of what learning their children will be undertaking. Parental support sessions for KS2, MTC, Phonics and Early Reading. Target PPG parents with personal invites and encouragement to attend	2
Enrichment Activities & After-School Clubs	Pupil Premium pupils are encouraged to participate in additional curriculum activities. Pupils have opportunities to take part in performances. All PP children take part.	4

Total Budgeted Cost: £67,000

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Key Stage One

- ✓ 75% of PPG pupils in Y1 achieved the expected standard in the Phonics Screening
- ✓ 17% of PPG pupils (6 children) in Y2 achieved ARE in Reading
- ✓ 17% of PPG pupils (6 children) in Y2 achieved ARE in Writing
- ✓ 17% of PPG pupils (6 children) in Y2 achieved ARE in Maths
- ✓ 17% of PPG pupils (6 children) in Y2 achieved ARE in RWM combined.

Key Stage Two

- ✓ $4/7 = 57\%$ of PPG pupils in Y6 achieved ARE or better in Reading
- ✓ $2/7 = 29\%$ of PPG pupils in Y6 achieved GD in Reading
- ✓ $3/7 = 43\%$ of PPG pupils in Y6 achieved ARE in Writing
- ✓ $3/7 = 43\%$ of PPG pupils in Y6 achieved ARE or better in Maths
- ✓ $1/7 = 14.5\%$ of PPG pupils in Y6 achieved GD in Maths
- ✓ $3/7 = 43\%$ of PPG pupils in Y6 achieved ARE in RWM combined.

National Data Key Stage Two

- ✓ In reading, 62% of PPG pupils nationally achieved ARE
- ✓ In writing 58% of PPG pupils nationally achieved ARE
- ✓ In maths 59% of PPG pupils nationally achieved ARE
- ✓ In RWM combined 46% of PPG nationally achieved ARE

Whole School Data (July 2024)

- ✓ $31/48 = 64.6\%$ of PPG pupils in Y6 achieved ARE or better in Reading
- ✓ $8/48 = 16.7\%$ of PPG pupils in Y6 achieved GD in Reading
- ✓ $18/48 = 37.5\%$ of PPG pupils in Y6 achieved ARE in Writing
- ✓ $33/48 = 68.8\%$ of PPG pupils in Y6 achieved ARE or better in Maths
- ✓ $5/48 = 10.4\%$ of PPG pupils in Y6 achieved GD in Maths

Analysis

- Our Attainment of PPG pupils at the end of KS2 is below the national data for PPG pupils in each individual subject
- Our Attainment of PPG pupils at end of KS2 is in line (slightly above) for RWM combined.
- Our Attainment of PPG pupils across the school (Y1 = Y6) is above the national data for PPG pupils in Reading and Maths, but below in Writing

Review Against Intended Outcomes

- *When considering whole school data, we are on track to achieve the intended outcome in Reading and Maths, but not in Writing*
- *We are on track to achieve the intended outcome for developing the emotional and social development of our PPG pupils*
- *Due to significant staffing issues, attendance was not given as much focus as needed, and as such we are not on track to achieve this intended outcome (July 2024).*
- *We are not on track to achieve the intended outcome for improving parental engagement of our PPG pupils – this needs a different approach (July 2024)*
- *We are making steady progress towards the intended outcome for developing our curriculum.*
- *We are on track to achieve the intended outcome for our PPG pupils accessing an enriched curriculum.*

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
ELSA	X2 qualified ELSAs who are school employed staff
Forest School	Tom Ridout – qualified and Somerset recognised provider
Homework Club	School TAs

Further Information (July 2024)

This is a 3 Year Strategy Plan that started in 2023. In response to a review of outcomes in July 2024, the Strategy Plan has been revised with some additional activities in this plan for academic year 2024 – 2025.