

Pupil Premium Strategy Statement Creech St Michael Church of England Primary School

"Together, we love, learn and grow"



"Go and bear fruit—fruit that will last." John 15 v.16

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 at Autumn 2023

Detail	Data
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	18%
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	06 December 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Matt Bowles
Governor / Trustee lead	Rev. Lee Mullins

Funding overview 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£60, 295
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£60, 295

<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>	
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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 evolving curriculum to reflect the current times.
7	Over recent years, Pupil Premium children have not met age-related expectations in line with the Pupil Premium children nationally.

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 groups
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.
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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: £ 7, 426

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
Develop the rolling programme and curriculum subjects, specifically focusing on history, geography and science.	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
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 & 6
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 pre-assessments aids high-quality teaching	5 & 6

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

Budgeted cost: £ 15, 602

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. + 4 months	6
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. + 4 months	6

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

Budgeted cost: £ 37, 267

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. + 4 months	1
A dedicated staff member trained in ELSA.	School-based ELSA supports the emotional needs of pupils by using their own resources. + 4 months	3
A dedicated staff member trained in Forest School	Forest School teacher to provide half-termly class sessions for pupils in KS2 and another session for vulnerable children from across the school. + 3 months	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 behaviours, from low-level disruption to aggression, violence and general antisocial activities. +3 months	3
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. + 3 months.	4
Swimming is subsidised for Pupil Premium children who require it.	All pupils, who cannot swim 25 metres unaided are given extra lessons. This group includes pupil-premium children.	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. + 3 months.	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. +2 months	4

Total budgeted cost: £ 60, 295

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

- 60% of PPG pupils (10 children) in Y6 achieved ARE in Reading
- 50% of PPG pupils (10 children) in Y6 achieved ARE in Writing
- 40% of PPG pupils (10 children) in Y6 achieved ARE in Maths
- 40% of PPG pupils (10 children) in Y6 achieved ARE in RWM combined.

National Data

Key Stage Two

In reading, 60% 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 44% of PPG nationally achieved ARE

In RWM combined 3% of PPG pupils

Externally provided programmes

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

Programme	Provider
ELSA & Forest School	Our ELSA and Forest School provisions have successfully supported most children to feel settled and secure at school and have been highly valued by all this year.
Intervention Teacher & Lightning Squad	The year has been disrupted due to staff changes and staff absence has had an impact on delivering sustained interventions – this will continue to be a focus in our new Pupil Premium Strategy.
Homework Club	Homework Club had a positive impact on the number of children who were able to complete their homework, this was well-received by parents too.
Accelerated Reader – check with Angie	Accelerated Reader has enabled teachers to track more closely the volume and variety of books the children are reading; this has also generated more accurate reading ages which are tracked closely by teachers.

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Strategy planning and implementation	
The year has been disrupted due to staff changes and staff absence which has had an impact on delivering sustained interventions – this will continue to be a focus in our new Pupil Premium Strategy.	
Self-funded programmes to support Pupil Premium Children	
<i>Resources</i>	<i>Impact</i>
Reading Write Inc	The PTFA has funded £1000 worth of books to support the RWI programme and Accelerated Reader programme; this has supported the children in accessing a variety of genres and books.
Accelerated Reader	The PTFA has fully funded the Accelerated Reader scheme; this has supported the children in accessing a variety of genres and books.
Trips and Visits	The PTFA has funded a trip for every class this year, which has enhanced the children's learning.