

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



Pupil premium strategy statement

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 2022

Detail	Data
School Name	Creech St Michael C of E Primary School
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	49/277 17.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 reviewed Plan for 22-23 and beyond
Date this statement was published	Final Approval 17.11.22
Date on which it will be reviewed	October 2023
Statement authorised by	Governing Body
Pupil premium lead	Miss Debbie Marks
Governor / Trustee lead	

Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£69,945 (financial year)
Recovery premium funding allocation this academic year	£3407 (from 21-22)
Pupil premium (and recovery premium*) funding carried.	£7525
Total budget for this academic year	£80,877

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



Part A: Pupil premium strategy plan

Statement of intent

PRINCIPLES:

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. **We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.**
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

KEY PRIORITIES:

Our key priorities to maximise the impact of this funding are:

- To increase the proportion of pupils (in receipt of PPG) who are learning at expected levels or better in English (reading, writing and GPS) and maths.
- To improve the basic skills amongst pupils who receive PPG (including spelling skills, phonic knowledge, use of basic grammar for writing)
- To ensure that pupils receive the best possible start to their education in EYFS and that pupils in receipt of PPG are supported to achieve or exceed a good level of development
- To ensure emotional barriers to learning are reduced or eliminated
- To ensure attendance for pupils who receive the PPG is at least in line with school percentages overall and gaps between PP and non-PP are reducing.
- To ensure pupils who are PP and SEN are tracked and targeted with specific interventions.
- To assist with forming relationships and build up resilience (and a willingness to persevere) in those disadvantaged children who give up easily

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



- To maximise parental engagement and support for learning across the school
- To build self esteem.

To provide curriculum enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1.	Analysis of data has shown there is a large gap between the attendance of Pupil Premium Children and those that are not Pupil Premium. FFT shows attainment percentages related to attendance and there is no doubt that poor attendance is affecting the academic performance of these children.
2.	The attainment gap between pupil premium children and their peers has widened since the start of covid 19 although this is not true for all Pupil Premium Children.
3.	A continuing lack of regular reading for some pupil premium pupils has meant that their reading has fallen behind that of their peers who are able to be supported more at home. Some pupil premium children struggle to complete homework.
4.	Standards of writing, including handwriting have dropped. Pupil Premium pupils in particular need to develop a fluent, legible handwriting style and to increase writing stamina.
5.	Children have gaps in learning in mathematics that have still not been fully addressed. Key concepts need teaching so that they can be built upon.
6.	Behaviour of some Pupil Premium Pupils (including emotional regulation and the ability to persevere) needs development.
7.	Some classes have higher percentages of pupil premium children than others and the children face more challenges. In 22-23 the highest percentages of Pupil Premium Children are in Year 3 (27.5% and Year 6 22.7%.
8.	Over time our children missed out on opportunities to take part in the arts and physical activities. This has disproportionately affected PP children.

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.

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



Intended outcome	Success criteria
Pupil Premium children will attend school regularly and on time.	Attendance percentage gaps between Pupil Premium children and non Pupil Premium Children will reduce.
Pupil Premium Pupils will be supported to make accelerated academic progress.	The attainment gap between Pupil Premium and non Pupil Premium Children reduces.
Pupil Premium Children have more opportunities to read regularly and are supported to do their homework. .	Pupil premium pupils have improved reading ages and pupil conferencing shows a positive attitude to reading. Homework is done regularly.
Pupil Premium children are supported with handwriting and key aspects of SPAG. Lap tops/ipads are used to support PP pupils who struggle with writing.	Books show improved handwriting. Typing skills are quicker. Raw scores on SPAG tests improve.
Gaps in concepts in mathematics are addressed.	White Rose post teaching test scores show a marked improvement from pre teaching scores
Children who are struggling with aspects of social and emotional development or their behaviour are supported to be happier and regulated.	ELSA records (or ieps if appropriate) chart improvement. Some children with ELSA support move to a lighter touch support.
Classes where there is a higher than usual proportion of Pupil Premium children have lower classes and more support and attention than in classes where there are less Pupil Premium Children.	Children thrive from more attention meaning that work matches need carefully and approaches suit the needs of the individuals. <i>This was very effective last year in Year 2.</i>

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: £24,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



Ensure that class teaching is high quality.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils EEF	2
Ensure that pupil numbers in year groups with a high concentration of PP are relatively low.	Reducing class sizes is recognised by the EEF to support pupils' progress +2months	2
Ensure that PP children are a focus of Pupil Progress Meetings and additional monitoring activity.	This will allow SLT and teachers to review the progress children are making and adjust the provision given to the PP children	2
Ensure that teachers and teaching assistants are well trained in teaching programmes and schemes e.g. - Read Write Inc (training and mentoring sessions) - Talk For Writing. - Mastering Number. Accelerated Reader (new this year)	Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. EEF	2
Half a day of the Sendco allocated for PP work and to Liaise with ELSA and parent of PP children.	Social and Emotional Learning Impact +4months	6A
A part of the allocation for the ELSA – including ELSA supervision and training.	Social & Emotional Learning Impact +4 months	6

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

Budgeted cost: £37,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Lightning Squad Tutoring (using the National Tutoring scheme - school pays 40% of the cost)	Records from previous block of Lightning Squad Tutoring	3

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22



"Together, we love, learn and grow!"

Read Write Inc individual and small group additional tutoring based on assessment activity.	Our own data and data from the hub	3
Teacher used an afternoon a week to hear Pupil Premium Children read and encourage love of books.	The teacher delivering this will have had professional development (coaching) from RWI Lead which in turn supports high quality first teaching	3
3 Intervention teachers (all experienced and part time) provide targeted intervention sessions (School Based Tutoring) responsive to need and organised by Key Stage 1 lead. This is frequently reviewed against small step progress. Currently - Writing in Years 3 & 4 Maths in Year 2 Reading in KS1	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum EEF	2,3,4,5
TT Rock Stars and other multiplication table interventions monitored by maths lead.	Use of technology and other resources support children's engagement due to the gamification nature of the programme.	5
Invest in new handwriting scheme		4
Invest in Accelerated Reader	In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. EEF	2,3,7

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



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

Budgeted cost: £18,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage PP children to attend school regularly and on time. - Careful monitoring of registers - Discussions with children. - Awareness raising with parents about the impact of missing days. - Establishing <u>reasons</u> for poor attendance. Work with ELSA if anxiety or EBSA. - Consider targeted attendance awards. - Issuing attendance letters. - Advice sought from Local Authority - Documentation to TAS - Purchasing late gates and traveller support.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1
Encourage parents to support their child with their reading. - New parents' curriculum information focuses on reading. - Coffee, Cake and Reading - Reading reward system	The EEF states the parental engagement supports children's progress by 4 months (general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities;).	3
PP lap tops to be bought to encourage writing in those PP pupils who find the physical act of writing hard.	EEF states that: Technology can be engaging and motivating for pupils & technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	4
Children are supported to do homework in school through homework club.	EEF states that children who complete their homework will make +5months progress, by offering this in school it helps to bridge the gap	3

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



Children who are struggling emotionally access a course of targeted forest school sessions.	Increasing the children's cultural capital is a way of addressing socio-economic disadvantage (Against the Odds Research Report 2021)	6
Support school educational visits and extra curricular opportunities including a variety of sports, art and craft etc. Pay for additional music lessons.	Increasing the children's cultural capital is a way of addressing socio-economic disadvantage (Against the Odds Research Report 2021)	8
Use money for school uniform, food items and other basic needs as they arise.	This is to support children's mental wellbeing, supporting the close any obvious gap between their peers.	

Contingency to allocate according to need arising £5000

Total budgeted cost: £80,877

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 21-22

We employed an additional teacher in Year 2 where there was a higher than usual proportion of PP children (two small classes of approx 19 children. . High quality "first teaching" is proven to be effective in raising standards.(eef)	This meant children having more attention and space to develop. Work was differentiated more appropriately. Teachers worked closely together, planning, resourcing, assessing and monitoring of books. Children made strong academic progress especially in reading. Furthermore - social and emotional issues which had been problematic at the start of the year decreased significantly.
There was strong support for a new early Careers Teacher. Well supported new teachers will be more effective, stay in the profession and teach more effective lessons.	ECT was supported by SB and MB. ECT has attended courses for Professional Development. This input made her very effective and able to meet the needs of her class. The ECT was in one of two Year 2 teachers (above).
We used a highly skilled UPS teacher for targeted intervention in small groups in KS1. This particular teacher has been leading small step intervention for several years and achieves significant progress. Trained teachers for intervention are proven to be more effective.	Small reading interventions 2x per week. Phonics interventions x2 per week. Children's reading ages improved and children moved to higher RWI groups. 88% passed the phonics test (Year 2 autumn 22) A good proportion of pupils scored increases from the previous test in year 1 by 20%.
Training of new ELSA Trained and experienced ELSAs are more confident, can use their networks and can sign post to supporting services	Training opportunities gave ELSA confidence to provide children with emotional support. ELSAs have attended networking days to support them in their role. Pupil premium children who needed support were able to access this provision.
Further training and mentoring in Read Write Inc. Anecdotal and feedback from literacy hub shows that well trained phonics leaders bring about faster progress in children. Ofsted and Challenge Partners were impressed with our high quality and consistent delivery of RWI.	Staff attend training sessions from RWI and literacy hub. Staff film themselves regularly and share with RWI lead to improve practise and performance. Children are regularly assessed and annotated records show progress.

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



Overtime for tas for maths cpd	Confident and knowledgeable staff support the teachers more effectively. TAs have worked outside core hours to improve their Maths knowledge, receiving CPD and further training to improve TAs knowledge and ensure they can support teachers and children effectively. This has impacted positively upon the quality of teaching.
Restructuring of teaching assistants to support where need is greatest e.g. Y6 and in Early Years.	In our Year 6 there is a high number or pupil premium children and also social and emotional issues. Experienced staff can support a range of needs effectively. A high number of adults in EYFS assists PSED – the platform for learning. Year 6 have accessed ELSA support; the ELSA being based in their class . Forest School sessions were accessed a small group with the leader focussing on individual social and emotional targets. . More support staff deployed to assist in EYFS to assist teachers to promote PSED and language skills .

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

Activity	Evidence that supports this approach
Additional morning of Senco to support PP families and to meet with other supporting professionals.	The right input at the right time and the use of a targeted EHA means that difficulties were addressed in a systematic way and logged. Senco worked additional morning providing immediate support for PP families.
Forest School sessions one morning a week by accredited provider for small group.	Social and emotional targets reviewed and adjusted weekly, evidencing progress. Children developed collaborative and resilience skills in particular.
Designated ELSA time – two afternoons a week	Notes evidence happier and more secure children
Training in specialist areas for ELSA – further resourcing	The ELSA made effective networkers and was more confident in dealing with bereavement, divorce, anxiety, eating disorders etc.

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



School educational visits, residentials and swimming paid.	Children had opportunities e.g. Charterhouse that other children take for granted building their social capital.
Subsidised or free music lessons and extra curricular clubs.	Children try new activities, discover talents and develop confidence.
Raised beds for gardening club	Being outside in nature is good for mental health. One child REALLY benefitted from gardening.
Free use of breakfast club, .Hot school meals and free milk.	Basic Needs are met – Maslow. This also helped children who were sometimes late to be in on time and access their learning. .
Allowance for school uniform etc	Children are not made to feel different for others.

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
Lightning Squad	FFT

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Our service premium was spend according to our policy on this.
The impact of that spending on service pupil premium eligible pupils

Creech St Michael C of E Primary
PUPIL PREMIUM STRATEGY
PLAN 22-23 AND REVIEW OF 21-22
"Together, we love, learn and grow!"



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.