

Pupil Premium Strategy Statement

St. Michael's Nursery and Infant School – 2022/2023

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

Detail	Data
School name	St. Michael's Nursery and Infant School
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	11 pupils – 18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Candice Regan
Pupil premium lead	Stacey Hudson
Governor	Peter Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,453.90
Recovery premium funding allocation this academic year	£ £2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£21,453.90

Part A: Pupil premium strategy plan

Statement of intent

This plan sets out our tiered approach and ensures that the achievement and well-being of children from disadvantaged backgrounds continues to be given high priority in our school. We draw upon guidance from the Education Endowment Foundation which promotes a tiered model to improvement that focuses on high quality teaching, targeted academic support and wider strategies to address barriers to learning.

Tier 1: There is no doubt that high quality teaching remains the most important tool that schools have in improving outcomes for pupils. This was true before the pandemic and it will be true when this is over. Providing high quality teaching for all pupils is the priority in our school. We ensure that every class has a highly effective teacher that is being supported to keep improving, whatever the stage in their career.

Tier 2: Providing targeted support for vulnerable pupils to close the attainment and progress gap. Alongside high-quality teaching, there should be one to one and small group tuition targeted at those pupils who need it the most. These interventions need to be explicitly linked to the content of daily lessons to support pupils in accessing the curriculum for their cohort with an emphasis on 'keep up' not 'catch up'.

Tier 3: Developing strategies that address the full range of non-academic barriers to success in school including attendance, behaviour and social and emotional development.

When we make decisions regarding the use of Pupil Premium funding, it is important that we consider the context of our school and the challenges faced by our pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long-term, short-term or can change over time.

The Income Deprivation Indices of 2019 place our community amongst the 20% most deprived neighbourhoods in the country. Employment deprivation lowers to place us within the lowest 10% of the country. The community's Education, Skills and Training sit within the lowest 10% of the country as does the ranking for Health, Deprivation and Disability.

This means that many of our pupils experience a variety of barriers to their learning, and we work extremely hard to create an ethos and culture that enables all of our pupils to succeed. Typical barriers to learning experienced by our pupils include:

- Attendance and punctuality issues
- Low levels of support at home
- Low levels of aspiration
- Weak language and communication skills
- Behaviour and emotional difficulties

- Low confidence and self-esteem
- Lack of resources to support home learning
- A narrow range of experiences and opportunities
- Complex family dynamics that prevent children from flourishing

We have high expectations for our disadvantaged pupils. We do not expect that the link between disadvantage and low outcomes is inevitable and we strive to ensure that all pupils have equality of access to all educational opportunities and are nurtured and supported to achieve their full potential. Our objectives for our disadvantaged pupils are as follows:

To ensure that the attendance of disadvantaged pupils is at least in line with the attendance of their peers.

We recognise that there is a strong correlation between regular attendance and success in school. Prior to the pandemic we had worked hard to improve the attendance of our disadvantaged pupils and, whilst we still had a gap between them and their peers, absence was below national average. We continue to work hard to close this gap and our strategy, which has primarily focused on meeting the needs of pupils and families through provision of a Pastoral Worker, has been very successful. To ensure that the personal, social and emotional needs of our disadvantaged pupils are met to enable them to make expected levels of progress and attainment. We recognise that our pupils will only be ready to learn if their personal, social and emotional needs are met. The issues that many of our pupils deal with in their day to day lives have been exacerbated by the pandemic and without careful planning for these needs, they will become a significant barrier to learning. We have a strong pastoral team and this year, we have extended this by appointing a mental health champion.

To ensure that outcomes for disadvantaged pupils are at least in line with those of their peers.

The pandemic has contributed to the widening of the gap between disadvantaged pupils and their peers in terms of outcomes. Our priority continues to be quality first teaching for all pupils complimented by additional intervention through one to one and small group teaching where this is needed. In the Spring term, this will be extended to include school-led tutoring through the national tutoring programme.

Challenges

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

Challenge number	Detail of challenge
1	Prior to the pandemic, we had been extremely successful in closing the gap between the absence of our disadvantaged pupils and that of their peers. Since the pandemic, the gap has begun to marginally widen. We aim to reduce it again this academic year

	as we recognise the strong correlation between regular attendance and academic success.
2	A small number of our disadvantaged pupils are experiencing emotional difficulties that impact upon their readiness to learn. There has been an increase in the time that these pupils are having to spend out of class while issues are dealt with. We aim to reduce this.
3	Historically, we have been highly successful in the teaching of early reading. Results in the year 1 phonics screening are above national average and the performance of disadvantaged pupils is in line with their peers. This academic year 61.5% of our reception cohort were not on track to reach the expected standard when assessed at the end of the first half term. We aim for all pupils to be on track by the end of reception year.
4	Historically, assessments upon entry to our early years show that a significant proportion of our pupils have delayed development of their oral language skills and we work hard to address this in nursery. Our current year 1 cohort have experienced considerable disruption to their time in nursery and reception and communication and language is the area where the most pupils are working below the expected standard.
5	The vocabulary gap between disadvantaged pupils and their peers has become more apparent as a result of the disruption to education over the past three academic years. Issues with vocabulary are impacting upon reading fluency, comprehension skills and writing.

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
The attendance of disadvantaged pupils is in line with that of their peers and no disadvantaged pupils are considered to be persistent absentees.	Attendance target for disadvantaged pupils: 95+%.
Pupils experiencing emotional difficulties are well supported and able to access teaching and learning.	Pupils have few or no disruptions to their teaching and learning and all absences from class are planned and are part of an agreed programme of support.
All disadvantaged pupils to achieve success in reading.	100% of disadvantaged pupils to achieve the expected standard in the phonics screening test.
Improved oral language skills of disadvantaged pupils in the early years.	Assessments and observations indicate significantly improved oral language skills. This will be reflected in communication and language data at the end of reception.
The vocabulary gap between disadvantaged pupils and their peers will reduce significantly.	Assessments and observations will show significantly improved vocabulary which will be reflected in outcomes at the end of key stage 1.

High quality teaching and targeted interventions ensure that disadvantaged learners make expected progress from their starting points.	All disadvantaged learners make expected or better progress.
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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: £6,480.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Training	Research trials have found that children receiving the NELI programme made the equivalent of 3 months progress in oral language skills compared to children who did not receive NELI. £152 + £988.26	4
Implementation of the Super 6 book collection	There is considerable evidence that a rich vocabulary is strongly related to reading comprehension, writing and school achievement in general. £1440	5
Weekly masterclasses and coaching in Phonics, plus Literacy and Language.	High quality teaching is the most significant means of improving outcomes for our pupils. Regular and high quality CPD leads to high quality teaching. £3900	3 4 5

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

Budgeted cost: £10,083.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Nuffield Early Language Intervention for	Research trials have found that children receiving the NELI programme made the	4

targeted Reception pupils.	equivalent of 3 months progress in oral language skills compared to children who did not receive NELI. £2534	
Deliver Nurture Group Intervention	Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months' additional progress where Nurture focuses on these approaches. EEF Toolkit – Nurture UK £1621.76	2
Deliver KS1 PP targeted Intervention	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. £1248	3
One to one phonics for targeted Reception and Key Stage 1 pupils.	1:1 tutoring can be effective in delivering, on average, about five months additional progress. (EEF) We have been providing 1:1 intervention for RWI since we started using the programme and our PSC results have been consistently good ever since. £4680	3

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

Budgeted cost: £4889.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted transportation for 4 pupils to support improved attendance.	Overall, attendance for the disadvantaged pupils has risen since the implementation of the school funded transportation. £1560	1
Attendance award ceremonies	Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. £600	1
Pastoral Support Worker	Evidence demonstrates a positive impact on multiple components of pupil well-being	1 2

	<p>including resilience, engagement, optimism, positivity and relationships.</p> <p>Overall, attendance and attendance for disadvantaged pupils have risen since the appointment of our Pastoral Support Worker.</p> <p>£946.14</p>	
Mental Health Champion	<p>Evidence demonstrates a positive impact on multiple components of pupil well-being including resilience, engagement, optimism, positivity and relationships.</p> <p>£946.14</p>	2 1
Family Learning Courses	<p>Providing a series of group-based workshops for parents, sometimes with separate activities for children, can be effective for a range of outcomes, including academic attainment, other learning outcomes, and aspects of children's social-emotional development.</p> <p>£837.60</p>	2

Total budgeted cost: £ £21,453.90

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Prior to the pandemic, our pupil premium strategy was successful in accelerating progress for disadvantaged pupils and reducing the attainment gap by the end of Key Stage 1. Disruption in the academic years 2019-20 and 2020-21 impacted adversely on our disadvantaged pupils and the attainment gap had started to widen again. However, our strategy has continued to have a positive impact upon our disadvantaged pupils.

High quality teaching for all pupils:

We have invested in high quality curriculum programmes that are successful in delivering our curriculum intent. We ensure the success of these programmes with high quality on-going professional development for staff in the form of regular coaching and mentoring. We developed a Remote Learning Strategy that ensured high quality teaching for all pupils during periods of lockdown and we provided all disadvantaged pupils with electronic devices to support their learning at home. Our consistent use of our SSP programme means that we continue to be extremely effective in teaching all pupils to read. Outcomes in the Year 1 phonics screening were above national average for disadvantaged pupils as well as their peers (21-22).

Targeted support for vulnerable pupils: A number of disadvantaged pupils have benefitted from the Neli programme which has been successful in improving early language skills.

Targeted 1:1 intervention alongside consistent use of our SSP programme has enabled disadvantaged pupils to keep up with their peers and achieve the same high standards in the phonics screening as their peers. Catch up sessions for targeted pupils in literacy and maths following periods of lockdown have helped address gaps that were identified in their knowledge and understanding.

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
Nuffield Early Language Intervention (NELI)	DFE

Further information

The support that is provided to our vulnerable families by our pastoral team, successfully addresses a number of barriers that our pupils face in their daily lives. Many of our disadvantaged families faced new and complex barriers to learning during long periods of school closure and required a higher level of support. Our capacity and success in providing this support is reflected in our rates of attendance.