

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 C of E, Handsworth
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 and 2022/23
Date this statement was published	1/12/2021
Date on which it will be reviewed	1/7/2022
Statement authorised by	Phil Hynan
Pupil premium lead	Phil Hynan
Governor / Trustee lead	Tim Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121, 263
Recovery premium funding allocation this academic year	£15,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2020/21 <ul style="list-style-type: none"> Covid Premium £2,335 Pupil Premium £12,675 2019/20 <ul style="list-style-type: none"> Pupil Premium £37,895 Total: £52,905
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 189,683

Part A: Pupil premium strategy plan

Statement of intent

Context

In 2011-2012 the Government introduced the Pupil Premium Grant (PPG), which is additional to the main school funding. Schools are held accountable for how they spend the PPG to support pupils who receive this extra funding. For the current academic year (2021-2022) primary schools will receive a sum of £1345 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who have been in care (LAC) are supported by a grant of £2345. Numbers eligible for support may change through the year but funding does not necessarily change. The Department for Education states that: "schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils."

Statement of Intent

At St. Michael's, we believe that a happy, safe child is a successful one. We aim to ensure that every child leaves St. Michael's as a well-rounded, confident and responsible individual who aspires to achieve their full potential. This is best summarised by our school vision:

For all pupils to fulfil their God-given talents and to aspire to achieve a university education.

We aim to do this through creating a school environment which is not only positive, safe and stimulating, but also promotes the importance of respect and inclusion. Our broad and balanced curriculum provides the foundations for lifelong learning by developing creative, resilient, aspirational learners ready to meet the challenges of today and tomorrow. We intend to equip our pupils with the skills and mindset to thrive and then take on the world.

At St. Michael's, we all accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium and recovery premium funding will support us in achieving our vision. For disadvantage pupils the challenges faced in achieving these aims are greater. We look to the best evidence available when making decisions about using Pupil Premium funding to overcome challenges.

The challenges are varied and there is no 'one size fits all', so we provide a varied range of support for our pupils depending on the need. Pupil premium funding enables us to provide additional educational support to improve progress and raise the attainment of pupils in receipt of pupil premium as well as narrowing any gaps between these pupils and those who are not in receipt of pupils premium funding. Pupil premium funding also enables the school to address wider issues that may be a barrier to academic achievement for example, through the use of pastoral support.

We also recognise that not all pupils receiving pupil premium funding face the same levels of disadvantage and that many pupils who experience disadvantage are not in receipt of pupil premium funding. There are a number of other, additional ways in which the school may identify a child as being disadvantaged or in need of additional support in their social, pastoral or academic school life and the school takes seriously its duty of care to all pupils where this may apply. We recognise that we therefore have a responsibility to all pupils to support them to achieve their potential at school, irrespective of whether or not they are classed, by receipt of pupil premium, as disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	There are a high number of children that require additional support in their learning, particularly in the first instance, core subjects. Children have fallen further behind due to Covid / national lockdowns and there are significant gaps within the core curriculum.
2	ECT or RQT teachers, whose professional development was impacted significantly by the pandemic, require intensive support in order to develop their practice. Currently, 42% of teaching staff are in the first year of their teaching career.
3	The number of children who face barriers to learning is significant. Demand for mentoring is very high. A greater number of families are facing financial hardship and have dealt with extremely difficult personal, emotional challenges. Parents are increasingly reliant on school for high levels of pastoral support. Safeguarding and child protection concerns are high.
4	Attendance has been affected by the pandemic and requires consistent and rigorous monitoring to improve levels against national average.

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
Improve outcomes against ARE in all year groups in Reading, Writing and Maths	Increased ARE compared to 20/21
Narrow the gap between disadvantaged and other pupils in KS1 and KS2 outcomes	Gap is narrowed
Increase % of disadvantaged pupils achieving GDS at the end of KS2	Increased % of disadvantaged pupils achieving GDS
Narrow the gap between disadvantaged pupils and other pupils in Y1 phonics and Y2 retakes	Gap is narrowed
Improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils 96%	Attendance at National Average

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: £47,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all staff with a coach so that expert teachers can be developed.	Embedding the pedagogical research and teachings delivered via Ambition Institute and St. Michael's CPD. The quality of our teaching practice is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015). Its effectiveness can unlock both the personal and academic potential of all our students which supports our centralised mission, vision and values to secure the priorities for our students.	1, 2
Staff to receive 1:1 support during PPA/ECT time in order to develop their pedagogical understanding and skills.		1, 2
All staff to receive coaching each half-term focused on a succinct development goal.		1, 2
Develop a comprehensive CPD programme to develop staff knowledge in the five-part model, Rosenshine's Principles of Instruction and other key pedagogical work.	Expert practice requires teachers to have developed a depth of knowledge, an understanding of children and how they behave and learn as well as knowledge of curriculum, assessment and pedagogy. This knowledge, developed over time, allows them to build fluency and automation through repeated practice and to refine and develop their practice through feedback and reflection.	1, 2
To provide training to SLT through engagement in the Ambition MA Expert Teaching	Teachers can specialise in leading teaching (bringing evidence-based teaching and learning into the classroom), behaviour management or teacher development in their school. (Ambition)	1, 2
Early career teachers to receive a comprehensive CPD package through BDMAT training programme.	The Early Career Teacher (ECT) Programme is a comprehensive training portfolio to support all early career teachers from newly qualified to the fifth year of teaching. It builds on from Initial Teacher Training, and provides developmental opportunities for ECTs to continually improve classroom practice through a blend of face-to-face training, which can be attended in person or virtually, reading, reflection, action research and observing learning and teaching. The programme is informed by national and international research and innovative local practice to enable ECTs to show real impact in improving outcomes for young people.	1, 2

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

Budgeted cost: £69,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Due to the educational and well-being impact COVID-19 has had, and the high proportion of pupil premium and SEND pupils in EYFS, an additional teaching assistant will work in reception.	Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. (EEF)	1, 3
Due to the educational and well-being impact COVID-19 has had, there will be an additional adult deployed in year 1 and 2 for the teaching of phonics	EEF Teaching and Learning Toolkit states, "Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress."	1, 3
Due to the educational and well-being impact COVID-19 has had, we are redeploying a teaching assistant as a learning mentor. Pupils will have access to mentoring and support for the SEMH needs.	New study finds "significantly lower achievement", with a "large and concerning gap" for disadvantaged pupils. (EEF) The pandemic has had a devastating impact on many of the young people we heard from – some told us that they are deeply anxious, have started self-harming again, are having panic attacks, or are losing motivation and hope for the future. We know that some young people will be dealing with multiple pressures, especially those who have been bereaved or experienced other trauma during this time. (Young Minds)	1, 3, 4
Due to the high needs and gaps in learning in Years 5 and 6, a teaching assistant will deliver targeted interventions to pupils in maths, reading and writing.	The EEF and John Hattie all cite evidence that small group interventions with high quality teaching all have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. We want to ensure that a higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of the year and/or make accelerated progress to diminish differences and believe that carefully targeted interventions will address this	1, 3

Due to the SEMH and academic needs post-lockdown, SENCO will lead targeted interventions for FSM pupils.		1, 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to have free access to breakfast club.	Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (EEF)	3, 4
All pupil premium children in KS2 will be given the opportunity to learn a musical instrument and perform in front of an audience.	The EEF states that improved outcomes have been identified in English, mathematics and science through arts participation. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	3

Total budgeted cost: £120,686

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 2020 to 2021 academic year.

Due to COVID 19 some elements of the previous year's Pupil Premium strategy have been carried forward and adjusted in accordance to ensure pupils make accelerated progress following the adverse impact of national lockdowns and Covid.

In 2020/21, staff received training on how to deliver lessons virtually using TEAMS, the DfE IT project ensured that every family had a laptop and were able to access the virtual lessons. We used our pupil premium funding to: implement wider strategies, promote social, emotional wellbeing counselling services for our students and their families.

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
Letters and Sounds	Soundstart Phonics
Ambition Institute	Transforming Teaching

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

How will we monitor and implement the strategy?

1. Teaching

- Careful planning of PLD and development.
- Rigorous monitoring cycle
- Senior Leaders timetabled to work 1:1 with identified staff
- Senior leaders to work with groups of staff to improve provision in all areas impacting upon pupil progress and outcomes: subject knowledge, planning, teaching, environment
- Pupil progress tracking and monitoring.
- IPG process and actions

2. Targeted support

- Designated staff to target specific individuals and groups.
- Precise planning for interventions
- Careful progress tracking to monitor the impact of interventions on disadvantaged pupils and other pupil groups.
- Investment in appropriate resources that support the delivery of interventions.
- Ongoing high quality PLD provided to staff which also includes targeted support from senior leaders

3. Wider strategies

- Senior leaders in school are all DSL trained and this training is maintained.
- The school has a pastoral team who work across the school with identified pupils and groups.
- All school staff receive extensive training in all aspects of safeguarding.
- A Pastoral hub launched to support parents with engaging in school-life and supporting their children's learning