

# St Michael at Bowes CE Junior School



## PUPIL PREMIUM STRATEGY STATEMENT

2022/2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 at Bowes |
| Number of pupils in school  | 268                 |
| Proportion (%) of pupil premium eligible pupils                         | 33%                 |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2025         |
| Date this statement was published                                       | 4th December 2023   |
| Date on which it will be reviewed                                       | November 2024       |
| Statement authorised by   | Debbie Butcher      |
| Pupil premium lead  | Neil Morrissey      |
| Governor lead   | Mark Jones-Parry    |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £123,675 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £123,675 |

## Part A: Pupil premium strategy plan

### Statement of intent

Common barriers to learning for disadvantaged children can be less support at home, weaker language and communication skills, lack of confidence, resilience and pace in learning, a lack of positive learning behaviours and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

#### **Our ultimate objectives are:**

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ For sustained patterns of progress and attainment for our disadvantaged pupils in all academic subjects, rather than the inconsistent patterns we currently see across the school and historically.
- ✓ To support our pupils’ health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To support our pupils’ families to remove barriers and develop the skills, knowledge and confidence to support their children effectively at home and in school.
- ✓ To empower our pupils to achieve their aspirations and help them to recognise that education provides them with a wider range of choices to lead to success in their lives.

#### **We aim to do this through:**

- Ensuring that teaching strategies are focused on strong and effective pedagogy of learning, leading to pupils who are resilient, confident and can sustain pace in their learning
- Building strong and positive relationships with pupils, allowing us to fully understand their strengths and their barriers to learning, and to tailor their learning experiences to meet their individual needs.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed with a focus on early intervention to create more adaptable learners.
- Building strong and positive relationships with families, providing them with support and helping them to build their own confidence in supporting their children to be successful at school.
- When 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 mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Achieving these objectives:**

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better, ensuring that the quality of teaching experienced by all children is improved and there is a collective understanding of the goals for each step of the pupil's progress
- Appointing a Pupil Premium lead teacher to support staff with planning and teaching with the aim to build and sustain relationships with pupils and parents for the time they are in the school
- 1-1 and small group support focusing on early intervention
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- The provision of a wide range of opportunities for families to learn how best to support their children both at home and at school and through a range of learning activities
- Behaviour for learning support with diagnostic behaviour observations to inform teachers of best possible practice

## **Challenges**

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

| <b>Challenge number</b> | <b>Detail of Internal Challenge</b>  |
|-------------------------|--|
| 1                       | Some historical underachievement on entry of PP and disadvantaged pupils, particularly in oral communication, reading and writing. |
| 2                       | PP and disadvantaged pupils do not always make good or better than expected progress from their starting points                    |

|   |   |
|---|---|
| 3 | Majority of PP and disadvantaged pupils have limited life experience beyond the local area and this occasionally leads to a more limited range of future aspirations  |
| 4 | Some PP and disadvantaged children attend school less regularly than non-PP children and accessed remote learning less often during lockdowns   |
| 5 | 79% of PP and disadvantaged pupils are EAL and some families have limited language to support their children at home. Due to the nature of some families' home circumstances (79% of PP and disadvantaged pupils are EAL, work circumstances, sometimes also not being fully literate in their home language or understanding the value in its use, e.g. for reading), they feel unable or reluctant to support their child in school or at home. |
| 6 | Long term effects of lockdown and the resulting disruption to school life have led to a lack of resilience, confidence, pace and sustainability in learning for some pupils   |

## 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 improve and sustain reading, writing and maths outcomes for pupils.                         | Close the attainment gap in core subjects with non-pupil premium pupils   |
| Progress in Reading.   | Achieve national average progress scores or better in KS2 Reading   |
| Progress in writing  | Achieve national average progress scores or better in KS2 Writing   |
| Progress in Maths  | Achieve national average progress scores or better in KS2 Maths   |
| Improvement in parent confidence in being able to support their children in school and at home | A significant increase in involvement in school life, parent surveys show that families feel confident to support their children and know how to do this. A reduction in the barriers to family support.<br><br>E.g. family members write regularly in children's reading/home learning records, attendance at meetings/workshops, quality and quantity of home learning produced |

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|--|---|
| All PP and disadvantaged children have access to the life experiences available to children in more affluent areas   | Life experiences are translated into children's learning, e.g. enrichment in writing, improvement in confidence when speaking, better knowledge of the world and quality of connections made, enhance spiritual life.<br>Teacher/staff/parent/pupil observations and feedback |
| All PP and disadvantaged children to attend school regularly, in line with non-pupil premium children  | The attendance of disadvantaged children is at or above 96% and children arrive on time every day   |
| All PP and disadvantaged children and their families to understand how a good education provides them with a wider range of choices for their future and how to make the most of their learning to move towards achieving their ambitions. | Attendance of disadvantaged pupils improves as above. Parent surveys show that parents understand what their children's targets are and feel able to support them with these. Staff report that children and families are working with them effectively to improve learning   |
| All PP and disadvantaged children to maintain pace, confidence and resilience in their learning  | Improved contributions in class and improved quality and quantity of work produced. Observations of learning behaviours in class identify that children can maintain the pace of learning and are resilient when faced with challenges  |

## 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: £ 41,040

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Middle leaders released to raise standards in teaching and learning, and access training and professional development</i> | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.<br><br>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of | 1 2                           |

|  |   |            |
|--|---|------------|
| <p><b>£12,000</b></p> <p><i>Purchase of Freckle Maths to support learners and help parents to support their children at home with Maths</i></p> <p><b>£3,500</b></p> | <p>Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>   |            |
| <p><i>Early leadership training/course for four members of staff (there is no cost for NPQs but there is a cost for release time)</i></p>                            | <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p>   | <p>1 2</p> |
| <p><i>Training and professional development for staff at all levels</i></p> <p><b>£10,540</b></p>  | <p>Based on our experiences and those of similar schools to ours, we have identified that staff CPD is crucial for supporting our staff at all levels. We have brought into Haringey Education Partnership (HEP) to support our CPD and leadership and our focus is on classroom pedagogy (Teaching WalkThrus) and use of subject networks to improve teaching in all subjects.</p> | <p>1 2</p> |
| <p><i>teaching assistants run targeted intervention programmes to support pupils</i></p> <p><b>£15,000</b></p>   | <p>EEF Teaching Assistant Interventions +4</p> <p>Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p>  | <p>1 2</p> |

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

Budgeted cost: **£71,825**

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

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|---|--|--------------|
| <p><i>School Led Tutoring</i><br/><b>£1725</b><br/><i>contribution from the school recovery grant</i></p>   | <p>EEF +4</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate class- room or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> | <p>1 2</p>   |
| <p>Assistant Headteacher s deployed to work alongside teachers to improve practice and focus on key groups</p> <p><b>£9,050</b></p>                                     | <p>EEF Reduce Class sizes +2</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils</p> <p>Deploying AHT time to work alongside teachers has the two-fold effect of improving pedagogy through modelling and coaching and allowing teachers to focus on the needs of key groups within the class through small group work, conferencing and specific feedback</p>     | <p>1 2</p>   |
| <p>Release time for class teachers to give 1-1 and small group feedback to pupils</p> <p>Part cost of Cover Supervisor and part of AHT salary</p> <p><b>£61,050</b></p> | <p>EEF Feedback +6</p> <p>Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>  | <p>1 2 3</p> |



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

Budgeted cost: £ 10,810

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Organise additional trips / events across the year for pupil premium pupils and access to breakfast club and school uniform</p> <ul style="list-style-type: none"> <li>-Breakfast club salaries</li> <li>-Art club</li> <li>-Hardship fund</li> <li>-visits to bookshops, theatres and art galleries</li> </ul> <p><b>£500 (Hardship fund &amp; Cultural Capital)</b></p> | <p>EEF Arts Participation +3</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Involvement in arts activities will improve the children's spoken language and increase their range of vocabulary, leading to an improvement in reading and writing.</p> | 3 4                           |
| <p><i>Increased parental engagement</i></p> <p><i>Language support for N2E pupils</i></p> <p><i>Learning Mentor part of salary</i></p> <p><b>£10,310</b></p>   | <p>EEF – Social and emotional +4</p> <p>Learning mentor to work with 'hard to reach' parents and hold workshops/coffee mornings with parents from harder to reach groups</p> <p>Learning mentor to support parents with limited English to access ESOL lessons and support children in home language</p>   | 1 5 6                         |
| <p><i>Relationships and building community:</i></p>  | <p>Although EEF evidence is weak/unclear for impact of this, the</p>   | 3                             |

|   |  |  |
|---|--|--|
| <p>Hold an Aspirations Day to widen the children's knowledge and understanding of the roles available to them and routes to these roles</p> <p><b>No cost</b></p>   | <p>school's focus will be on the routes to success and therefore the key academic steps children will need to take to achieve their aspirations. It will also focus on the learning behaviours needed to be successful – self-esteem, self-motivation, self-efficacy</p> |  |
| <p><i>Relationships and building community:</i></p> <p>Hold school-based events (e.g., carol concerts, family picnic) to support all members of the school community to feel welcome and valued</p> <p><b>No cost</b></p>     | <p>For our families to feel involved and part accountable for the academic success of their children, they must first feel welcome in the school and that they are valued and listened to</p>  |  |
| <p><i>Relationships and building community:</i></p> <p>Run workshops involving children learning alongside their parents to support their knowledge and understanding</p> <p><b>No cost</b></p>                               | <p>To remove some of the apprehension of parents, particularly those for whom English is an additional language, inviting them into school to learn WITH their child will help to overcome the language barrier</p>  |  |
| <p><i>Relationships and building community:</i></p> <p>Hold additional parent and child meetings with teachers and SLT to review learning and work through summative assessments / mock test papers</p> <p><b>No cost</b></p> | <p>As above, and to ensure there is a shared understanding of the value of education, and expectations for learning done at home, particularly in Year 6</p>   |  |

**Total budgeted cost: £ 123,675**

## 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 2022 to 2023 academic year.

| <i>End of year data 2022-2023:</i> |        |        |        |        |        |
|------------------------------------|--------|--------|--------|--------|--------|
|                                    |        | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| READING                            | PP     |        |        |        |        |
|                                    | Non-PP |        |        |        |        |
| WRITING                            | PP     |        |        |        |        |
|                                    | Non-PP |        |        |        |        |
| MATHS                              | PP     |        |        |        |        |
|                                    | Non-PP |        |        |        |        |

*There is currently very little difference between PP and Non-PP across the school with the exception of year 4 in Maths where there is a 21% gap, with Non-PP out performing PP. However, this data does not include pupils who the school have identified as disadvantaged but who are not eligible for PP, having no recourse to public funds.*