

# 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:	Hoole St Michael C.E. Primary School
Number of pupils in school:	87
Proportion (%) of pupil premium eligible pupils:	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 -2024
Date this statement was published:	November 2021
Date on which it will be reviewed:	July 2024
Statement authorised by	Juliet Price
Pupil premium lead	Juliet Price

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14, 520 Budget year Spring 2021 – March 2022
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ £16,520

## Part A: Pupil premium strategy plan

### Statement of intent:



All members of staff and Governors are committed to meeting our pupils' pastoral, social and academic needs in a nurturing, Christian environment. As with every child in our school, a child who is in receipt of Pupil Premium, is valued, respected and entitled to develop to their full potential.

High quality first teaching is at the heart of our approach, with intervention taking place using precise and well-targeted resources. All children have targeted support to develop their key skills in reading, writing and maths. This has proven to have a great impact on closing the disadvantage attainment gap and enables pupils to make accelerated progress.

Our strategy is also integral to wider school plans for educational recovery, notably to nurture our children's emotional needs following the pandemic. Close parental relationships, alongside key initiatives such as SUMO and Growth Mindset, enable our children to flourish in an environment where mistakes are celebrated and challenges are met with positivity and resilience.

We are responsive to common challenges and the individual needs of our children and families. Our robust diagnostic assessments help our pupils to excel.

Our ultimate objectives for our pupils that are in receipt of Pupil Premium are:

***To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.***

***To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.***

***Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.***

## Challenges

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

Challenge number	Detail of challenge
<p>1) To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.</p>	<p>We know that children learn best when they attend school regularly. However, the attendance of some of our pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning opportunities, including access to outdoor learning and forest schools, and through our nurture program and staff actively engaging with families to encourage and support good attendance in school.</p>
<p>2) To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.</p>	<p>There is a small, key group of pupils in receipt of PP not making expected progress despite interventions. We strive to ensure that all our pupils make excellent progress and are challenged in their work. We believed that all our pupils benefit from high-quality teaching every day and raised expectations. We ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have recently identified a small group of KS1 children who are not making the progress that we would expect. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, phonics and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Our assessments and observations indicate, that there is a small group of KS2 children with significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>Our staff work to ensure high-aspirations and high-quality provision is in place for all pupils in receipt of pupil premium.</p>
<p>3) Ensure the well-being needs of all pupils in receipt of pupil premium funding are</p>	<p>Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.</p>

<p>met to ensure they are on track to make or exceed expected progress and attainment.</p>	<p>At Hoole St Michael we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and a weekly Forest School session – Woodland Wednesday- for our youngest children. This early intervention helps to remove these barriers sooner in the child’s education. Lockdown has seen an increase in pupils’ emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. All staff work closely with parents and outside agencies to support our children and their families. Our daily Christian worships together provide children with strategies to overcome challenges and build resilience. Staff have had high quality CPD to support children in building confidence and in their play together.</p>
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## 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
<p>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p>	<p>To improve the attendance of pupils in receipt of pupil premium so that they are attending school at least 95% of the time</p> <p>Reduce Proportion of pupils in receipt of Pupil Premium classed as persistent absentees (Autumn 2021; 4 pupils).</p>
<p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p>	<p>Increase the progress in KS1 pupils to achieve age-related expectations:</p> <p>Vocabulary and phonics (4 pupils)</p> <p>Reading (4 pupils)</p>

	<p>Increase the progress of KS2 pupils:</p> <p>Maths (6 pupils)</p>
<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p>	<p>Children’s wellbeing and emotional needs are supported to ensure that they are world – ready, resilient and confident in their learning.</p> <p>High –quality teaching and interventions will support them to make accelerated progress and become brave and courageous individuals.</p>

## 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

Budgeted cost: £ 4144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2
<p>Nuffield Early Language – introduce and establish small group interventions across KS1 following baseline assessments</p> <p>Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member</p> <p>Teaching Assistant to deliver the intervention 3 times per week</p>	<p>Endorsed by EEF Research:</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>‘Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government’s £350m allocation to tutoring, through the £1bn Covid-19 catch-up’ package announced in June 2020.’</p>	2
<p>Across school staff have had training to use John Murray Guided Reading materials – Reading Explorers and Reading Rocketeers.</p>	<p>Learning by Question is endorsed by EEF research</p> <p><a href="https://www.lbq.org/Evidence">https://www.lbq.org/Evidence</a></p>	2

<p>A consistent approach is taken throughout school to teach guided reading with regular assessments and Fluency Fridays built in.</p> <p>This is supplemented with Testbase, Deepening Understanding and Learning by Questions</p>		
<p>Particular focus on small group children in receipt of pupil premium funding not making progress in reading, phonics and vocabulary.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>All teaching staff use a consistent approach to the teaching of English</p>	<p>See EEF Toolkit : High Quality Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-</a></p>	2

<p>across school following the teaching sequence model with reading and writing phases.</p>	<p><a href="#">teaching</a></p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p>	
<p>Work with Maths Hub to take part in ‘Mastering Number Fluency programme’ and across Key Stage 1.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of 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>	2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Use of SCARF Coram education materials.</p> <p>Confident me training.</p>	3



## Targeted academic support:

Budgeted cost: £ 9939

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
To provide a school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Establish small group maths intervention for disadvantaged pupils falling behind age-	<p>EEF Toolkit guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-</a></p>	2

<p>related expectations</p> <p>Continue to use T T Rock Stars, Numbots, LBQ, Deepening Understanding.</p>	<p><a href="#">planning/2-targeted-academic-support</a></p> <p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p>	
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p>	2
<p>Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning.</p>	<p>Identified children in receipt of daily check in system.</p> <p>Purchase of talk prompt materials to support SEND children and those with social difficulties.</p> <p>Play Leader training purchased for older children in school to mentor targeted children.</p> <p>Purchase and training for staff with Confidential materials.</p> <p>Work with Growth Mindset trainers with Talk for Change resources.</p> <p>EEF research guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-">https://educationendowmentfoundation.org.uk/education-evidence/guidance-</a></p>	1 and 3

	<p><a href="#">reports/teaching-assitants</a></p> <p>‘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 (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p>	
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## Wider strategies

Budgeted cost: £ 2437

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at risk’ pupils as, or before, they start school.</p> <p>Well planned transition arrangements at KS2 with local high schools.</p> <p>HT, DHT and SENDCo to support vulnerable families with the CAF and TAF Process.</p> <p>Bespoke daily check in systems for our vulnerable children.</p> <p>SENDCo and DHT to have increased links with outside agencies.</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>1 and 3</p>

<p>Work with Attendance Officer and documentation to use attendance initiatives to improve attendance.</p> <p>Close work with families to increase attendance.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Use of outdoor learning to support key groups of pupils and to raise percentage of attendance.</p> <p>Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.</p> <p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>Key findings of Forest Research: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p> <p><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p><b>Communication:</b> language development was prompted by the children's sensory experiences</p> <p><b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over</p>	<p>1</p> <p>3</p>

	<p>longer periods of time</p> <p><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</p>	
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**Total budgeted cost: £ 16,520**

## 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.

3. Desired Outcomes		Success Criteria
A.	A higher proportion of targeted KS2 pupils achieve age related expectations in R, W & M and the attainment gap is narrowed.	<ul style="list-style-type: none"> <li>Data reflects a narrowing of the gap between PP and Non PP groups in R &amp; W.</li> <li>Work scrutiny reflects key GPS skills being applied in a range of writing.</li> </ul>
B.	Targeted pupils in KS1 have improved phonics skills and are able to apply them to their Reading and Writing.	<ul style="list-style-type: none"> <li>Tracking shows an increase in outcomes of the phonics screening.</li> <li>Targeted pupils make expected progress in Reading &amp; Writing.</li> </ul>
C.	Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths.	<ul style="list-style-type: none"> <li>Work scrutiny and observation shows that pupils are developing skills that show increased resilience in learning.</li> <li>Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.</li> </ul>
D.	Any issues that are barriers to learning have been reduced. Disruptive home-life.	<ul style="list-style-type: none"> <li>Parent consultations reflect targeted pupils improved attitudes to learning/life.</li> <li>Behaviour Logs show a reduction in incidents at home/school.</li> </ul>

### 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
Confident Me	Confident Minds
Talking about friends, school, high school	Black Sheep Materials
Deepening Understanding	Deepening Understanding working with the NCETM
Mastery Training NCETM	NCETM and North West Mastery Hub