

# Pupil premium strategy statement – Aughton St. Michael’s Church of England Primary School

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data                     |
|---|--------------------------|
| School name   | Aughton St. Michael’s CE |
| Number of pupils in school  | 199                      |
| Proportion (%) of pupil premium eligible pupils   | 7%                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023                |
| Date this statement was published   | December 2022            |
| Date on which it will be reviewed   | December 2023            |
| Statement authorised by   | Mr C Clare               |
| Pupil premium lead  | Mr E Quirk               |
| Governor / Trustee lead   | Mrs P Deegan             |

## Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £16620 |
| Recovery premium funding allocation this academic year  | £2430  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><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     |
| <b>Total budget for this academic year</b><br><br><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>  | £19050 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Aughton St Michael's C of E Primary school, we have a vision for all our pupils to be independent and resilient learners who enquire about the world around them. The pursuit of this vision, along with our strong Christian values, underpins every aspect of our curriculum and school life. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal regardless of any barrier they may have to their learning.

High quality teaching is at the heart of our approach, as research (EEF) suggests that this is the most powerful tool we have to combat educational inequality. By focussing on areas that our disadvantaged pupils need the most, we intend to close the attainment gap between disadvantaged and non-disadvantaged pupils.

Another key component, will be to provide targeted academic support to help accelerate pupil progress. We aim to provide quality first teaching and targeted intervention and provision to reduce barriers to learning. The children are regularly monitored and assessed in order to track their progress and development

Finally, we will also seek to use a range of wider strategies to enhance the social and emotional development of our most disadvantaged pupils, providing tailored support as appropriate to meet specific needs.

The key principles of our strategy plan are:

- Every child has access to a highly trained, well-informed teacher to receive quality first teaching.
- Every child can achieve their academic potential from their starting points through targeted support if needed.
- Every child has access to a well-structured curriculum that allows them to develop their resilience, enquiry and independence so they can learn more and remember more.

Every child has the opportunity to grow as an individual through the provision of target support and life-based experiences.

## 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 greater percentage for Pupil Premium Children working below ARE than at ARE for Reading. |
| 2                | There are a greater percentage for Pupil Premium Children working below ARE than at ARE for Writing. |
| 3                | There are a greater percentage for Pupil Premium Children working below ARE than at ARE for Maths.   |
| 4                | Historically, Year 1 phonics has been just below National Expectation                                |
| 5                | Promote parental engagement  |

## 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   |
|---|--|
| For Pupil Premium children to make better than expected progress in reading   | The gap between Pupil Premium children and their peers in reading will have been closed. Pupil Premium children will achieve in line with their peers in KS2 SATs in reading |
| For Pupil Premium children to make better than expected progress in writing   | The gap between Pupil Premium children and their peers in writing will have been closed. Pupil Premium children will achieve in line with their peers in KS2 SATs in writing |
| For Pupil Premium children to make better than expected progress in maths     | The gap between Pupil Premium children and their peers in maths will have been closed. Pupil Premium children will achieve in line with their peers in KS2 SATs in maths.    |
| Year 1 Phonics Screening data to be inline or above National Average.         | Pupil Premium children to achieve the expected standard in phonics screening tests in Year 1.  |
| Pupil Premium children will have equal opportunity for enrichment experiences | Pupil Premium children will have been able to access the same experiences/extra curricular clubs as their peers as well as target provision to support learning.             |

## 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: £3050

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>CPD on recall strategies for teaching and learning</i>   | <a href="#">EEF Effective Professional Development Recommendations</a><br>Professional Development aspires a mechanism to build knowledge, motivate staff, develop teaching techniques and embed practice.   | 1,2,3,4,5                     |
| <i>Embed No Nonsense Spelling Scheme from Year 2 to Year 6</i>                                    | <a href="#">EEF Improving Literacy in Key Stage 1 Guidance Report</a><br>To promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.<br><br><a href="#">EEF Improving Literacy in Key Stage 2 Guidance Report</a><br>Develop pupils' transcription and sentence construction through extensive practice. | 1,2                           |
| <i>Embed Jolly Phonics synthetics phonics in EYFS and Year 2. Use targeted support strategies</i> | <a href="#">EEF Improving Literacy in Key Stage 1 Guidance Report</a><br>To effectively implement a systematic phonics programme.  | 1,2                           |

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

Budgeted cost: £11000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Teaching Assistant(s) Support: Intervention work – small group/1:1 Using programmes proven to make progress | <a href="#">EEF Improving Literacy in Key Stage 2 Guidance Report</a><br><br>Use high quality structured interventions to help pupils who are struggling with their literacy | 1,2                           |

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

Budgeted cost: £5000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Access to enrichment opportunities:   | <a href="#">EEF evidence on life skills and enrichment</a><br><br>The overall impact of enrichment activities on academic achievement tends to be positive                  | 4                             |
| Provide Parental Involvement opportunities ie school-home communication, support with interventions | <a href="#">EEF Parental Engagement: Evidence and Research</a><br><br>Parental engagement in children's learning is associated with improved academic outcomes at all ages. | 5                             |

**Total budgeted cost: £ 19050**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Teaching:

- Red Rose Teaching – KS1 – CPD into a new scheme of work focussing on planning guidance, how to develop deeper learning tasks and to challenge more able mathematicians.
- Non Nonsense Spelling Scheme - CPD in how to deliver the spelling programme for the National Curriculum.
- Dialogic Teaching – CPD provided to develop pupil engagement and attainment by improving the quality of classroom talk. Teachers upskilled in strategies to enable pupils to reason and discuss.

#### Targeted Academic Support -

- National Tutoring Programme – Accredited agency Applia provided 6 weeks of tutoring in each term for groups of children. The children were assessed for targeted support. The initiative was also supported by two members of staff.
- Phonics – Introduction of the Jolly Phonics at EYFS and Year 1. Structured intervention organised to support the delivery of the scheme. Training provided for teachers and support staff in it's delivery.
- Targeted Speech and Language Support – Specialist support termly for target pupils.
- Pupil Premium Champion – the designated member of staff who coordinates with pupils, parents and staff and informed them of current initiatives in school.

#### Wider Strategies:

- 1:1 Key Person Support – support was provided for 'sensory' breaks in learning. Support was provided until the pupil moved out of the area.
- Lego Therapy – three members of staff are currently trained to delivery, support and assess children. Four sessions provided each week and for groups of up to three children. Targeted support for children was based on historical and any current concerns made by staff.
- Resilience Rockets – a staff lead and up to 30 children from Years 4-6 were chosen for the training. The children delivered a whole school worship to promote the ideas of resilience and actioned their plan. Over a period of time, the skills were transferred to 'Growth Mindset' lessons whereby the children developed a whole school policy for 'Feeling Charts' so that the children could openly address their feelings to one another.

- Forest School After School – The Forest Leaders led sessions for all children. Each year group was timetabled for a specific number of sessions at certain times of the year. Evidence of activities are recorded on a school display.

## 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.*

| <b>Programme</b>                   | <b>Provider</b>  |
|------------------------------------|------------------|
| Nessy                              | Nessy            |
| IDL                                | IDLS group       |
| Numbots and TimesTables Rock Stars | Maths Circle Ltd |

## Further information (optional)

As a school, this strategy will continue to develop stronger links between home and school to fully support each child.

School will develop annual reviews with parents and guardians who receive Pupil Premium funding.

Pupil Premium funding will support children to take advantage of extra curricular activities and provide resources to support them. Providing allocated spaces in clubs will facilitate this.