

# 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 2024 to 2027 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
Number of pupils in school	Aughton St. Michael’s CE
Proportion (%) of pupil premium eligible pupils	10.6 % (21 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£37385
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3190
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£40575

# 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 nurtured in a loving, friendly family ethos, which celebrates the different gifts God has given everyone and encourages the use and development of these talents. Our vision aims to encourage, guide, support and celebrate every aspect of our curriculum and school life.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve regardless of any barriers 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 provision 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	To Narrow the Gap between the percentage of Pupil Premium Children working below ARE and that at ARE for Reading.
2	To Narrow the Gap between the percentage of Pupil Premium Children working below ARE and that at ARE for Writing.
3	To Narrow the Gap between the percentage of Pupil Premium Children working below ARE and that at ARE for Maths.
4	Promote Outdoor Learning Opportunities
5	Promote Enrichment Opportunities

## 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	<p>Pupil Premium children make better than expected progress over the year and the gap between Pupil Premium children and their peers in reading will have closed. If the gap has closed then maintain this level and, if possible, continue to accelerate.</p> <p>End of KS2: Pupil Premium children will achieve in line with their peers in KS2 SATs in reading.</p>
For Pupil Premium children to make better than expected progress in writing	<p>Pupil Premium children make better than expected progress over the year and the gap between Pupil Premium children and their peers in writing will have closed. If the gap has closed then maintain this level and, if possible, continue to accelerate.</p> <p>End of KS2: Pupil Premium children will achieve in line with their peers in KS2 SATs in maths.</p>
For Pupil Premium children to make better than expected progress in maths.	<p>Pupil Premium children make better than expected progress over the year and the gap between Pupil Premium children and their peers in maths will have closed. If the gap has closed then maintain this level and, if possible, continue to accelerate.</p>

	End of KS2: Pupil Premium children will achieve in line with their peers in KS2 SATs in maths.
Pupil Premium children to experience different learning environments and teaching strategies to support their learning.	The school grounds and classrooms will be developed to provide a wide range of learning environments. Teacher will have a range of strategies to support different learners through CPD and experience of the staff in the school.
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: £10575

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop fluency of reading as a bridge to promote effective decoding and comprehension.	<a href="#">EEF Reading Fluency at Key Stage 2</a> To improve pupil approaches to reading fluency	1,5
Use effective teacher feedback	<a href="#">EEF Effective Feedback</a> To use effective feedback to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1,2,3,4,5
Embed Jolly Phonics synthetics phonics in EYFS and Year 2.	<a href="#">EEF Improving Literacy in Key Stage 1 Guidance Report</a>	1,2

Use targeted support strategies for children in KS2	To effectively implement a systematic phonics programme.	
---	--	--

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

Budgeted cost: £20000

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> Targeted deployment , where teaching assistants are trained to deliver an intervention an intervention to smaller groups or individuals has a higher impact on learning outcomes. This includes academic and emotional and well-being support.	1,2,3,4,5

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to enrichment opportunities:	<a href="#">EEF evidence on life skills and enrichment</a> The overall impact of enrichment activities on academic achievement tends to be positive	4
Promote/guide children in opportunities beyond the school environment.	<a href="#">EEF Physical activity to engage pupils in any kind of physical exercise</a> Sporting activities can be used as a means to encourage young people to engage in additional learning activities.	5

**Total budgeted cost: £40575**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### . Teaching:

- Recall Strategies for Teaching and Learning – CPD on Rosenshine’s Principles of Recall Practice implemented across EYF, KS1 and KS2. Strategies were monitored and children applied strategies across core and foundation subjects.
- Embed No Nonsense Spelling Scheme form Year 2 – Year 6 – The progressive spelling strategy was planned, taught and assessed into the English curriculum. Spellings were made available through the school’s online learning platforms. Spelling provision provided at Pupil Premium children and other targeted groups.
- Embed Jolly Phonics synthetic phonics in EYFS and KS1 - Structured intervention organised to support the delivery of the scheme. Training provided for teachers and support staff in its delivery ie online learning and use of synthetics phonics in reading.

#### Targeted Academic Support -

- Targeted Reading support – Reading Plus program purchased to accelerate progress.
- Lego Therapy - three members of staff trained to delivery, support and assess children. Weekly sessions provided for groups of up to three children. Targeted support for children was based on historical and any current concerns identified by staff.
- Pupil Premium Champion – the designated member of staff coordinated with pupils, parents and staff and informed them of current initiatives in school.
- Targeted Teaching Assistant support for individuals and groups of children for Reading (bottom 20% of each class), Writing (non-negotiables in writing) and Maths (number and calculations strategies). Narrowing the Gap ie number of children working at ARE and above ARE increased in Reading, Writing and Maths on the previous academic year.

#### Wider Strategies:

- Access to enrichment opportunities- priority to access extra-curricular clubs provided. External club provision or educational visits subsidised by school (including any resources required). Access to breakfast club/afterschool provision in order to promote opportunities.

- Provide Parental Involvement opportunities – termly opportunities to engage with class teacher/ Pupil Premium Champion. Use of the school app to communicate and provide information,

## 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>
Reading Plus	Dreambox
Nessy	Nessy
IDL	IDLS group
Numbots and TimesTables Rock Stars	Maths Circle Ltd

## Further information (optional)

As a school, this strategy will develop the school vision and ethos by continuing to support the strong links between home and school to fully support each child and guide and support them with learning opportunities.

School will communicate, review and celebrate with parents and guardians who receive Pupil Premium funding.

Pupil Premium funding will support children to take advantage of curricular and extra curricular activities and provide resources to support them. Providing information and allocating funding for visits, clubs and resources will facilitate this.