

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	Aughton St Michael's
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Fiona Cottam
Pupil premium lead	Emma Stone
Governor / Trustee lead	Paula Deegan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,175
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£28,350

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 high-quality tuition to pupils through the National Tutoring Programme to those pupils whose education has been impacted the most by the COVID-19 pandemic.

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	Children meeting ARE in mathematics in Key Stage 1 has dropped due to COVID19 pandemic
2	Attainment and progress in writing in KS1 and KS2 showed a significant drop due to COVID19 pandemic. This is especially evident in key skills.
3	Historically Y1 phonics screening data has been either in line or above national average. Optional phonics screening carried out in June 21 showed a decline in attainment.
4	Staff have noticed that the COVID 19 pandemic has generally caused the children to be less independent and resilient as they previously were. This has in turn impacted on pupil learning.
5	Due to the pandemic, pupils have been prevented from experiencing wider life opportunities that help them to grow a contextual understanding of the world.

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
In KS1 a higher proportion of pupils at ARE in maths	A higher proportion of disadvantaged children in KS1 to meet expectations in Maths. Disadvantaged pupils will make at least expected progress across in maths Successful implementation of Red Rose Mastery Maths Scheme
A higher proportion of disadvantaged pupils are working at age related expectations in writing.	A higher proportion of disadvantaged children across the school to meet expectations in Writing and at the higher standard. Disadvantaged pupils to make at least expected progress. Successful implementation of No-Nonsense spelling approach. Books evidence an improvement in spelling.
Y1 phonics screening data to be in line or above national average.	A higher proportion of disadvantaged children to meet expectations in Phonics Additional phonic sessions have accelerated progress of children falling behind to ensure they pass phonic screening.

	<p>Differentiated and fluid groups ensure that learning is individualised to meet children's needs</p> <p>Books evidence an improvement in phonic knowledge.</p>
To improve pupil resilience, enquiry and independence through quality first teach.	<p>Well-being radars evidence an improvement in resilience, independence, and enquiry.</p> <p>Pupil voice evidences an improvement in independence, enquiry and resilience in learning</p> <p>Teacher feedback evidences an improvement in independence, enquiry and resilience in learning</p>
Children have access to a broad and balanced curriculum which develops their cultural capital	<p>New plan of field and residential trips provides children with greater life experiences.</p> <p>Children gain a deeper understanding of the world through enrichment days.</p> <p>All classes embed forest school into their curriculum.</p> <p>Lego Therapy successfully introduced to support children with social and emotional wellbeing.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 3305

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 teachers to receive training on Red Rose Teaching	<p>The EEF Guide to the Pupil Premium Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class and that every teacher is supported to keep improving. This is a key ingredient for a successful school</p> <p>EEF Guide to Improving Mathematics in Early Years and KS1 makes the following recommendations around the development of Early maths which will improve the schools curriculum offer.</p>	1

	<ul style="list-style-type: none"> • Develop practitioners' understanding of how children learn mathematics • Use manipulatives and representations to develop understanding • Ensure that teaching builds on what children already know • Use high quality targeted support to help all children learn mathematics 	
No Nonsense Spelling Scheme CPD	<p>The EEF Guide to the Pupil Premium Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class and that every teacher is supported to keep improving. This is a key ingredient for a successful school</p> <p>EEF Guide for Improving Literacy in KS1 and Improving Literacy in KS2 recommends that spellings should be explicitly taught.</p>	2
Dialogic Teaching CPD	An EEF report shows that spending more class time on meaningful dialogue that encourages pupils to reason, discuss, speculate, argue and explain, rather than simply give the expected answers can boost primary pupils' maths, science and English results.	4

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

Budgeted cost: £ 20,037.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP – Tuition Partners (Small group and 1:1)	EEF toolkit suggests that Small group Tuition has moderate impact (4 months additional progress over a year) for low cost based on moderate evidence	2
NTP- School led Tutoring		2

	EEF toolkit suggests that One to One tuition has High impact (5 months additional progress over a year) for moderate cost based on moderate evidence	
Phonics	<p>EFF Toolkit indicates that Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. It can add 4 months over a year but more likely when;</p> <ul style="list-style-type: none"> • Conducted in small groups • Led by teacher/teaching assistant • Follow synthetic approach <p>EEF toolkit suggests that Small group Tuition has moderate impact (4 months additional progress over a year) for low cost based on moderate evidence</p>	3
Targeted speech and language support	<p>EFF Communication and language approaches can add 6 months additional progress over the year and have slightly more impact on disadvantage children.</p> <p>EEF toolkit suggests that One to One tuition has High impact (5 months additional progress over a year) for moderate cost based on moderate evidence</p>	2
Pupil Premium Champion	<p>Ofsted's Guide 'The Pupil Premium' 2014</p> <p>Identified that weak leadership governance is an obstacle to schools and disadvantaged pupils being successful.</p> <p>Putting Evidence to work: A schools Guide to implementation Report (EEF)</p> <p>Identifies the importance of a school creating leadership climate that is conducive to good implementation therefore supporting systems to ensure disadvantaged pupils achieve.</p>	1,2,3,4,5

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

Budgeted cost: £ 5007.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Key Person</i>	<p>Social and Emotional Learning</p> <p>The EEF recognises Well being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life. The tool kit suggests the average cost is low and can have an impact on average of 4 months.</p> <p>EEF toolkit suggests that One to One Tuition has High impact (5 months additional progress over a year) for moderate cost based on moderate evidence</p>	1,2,3
<i>Lego Therapy</i>	<p>Social and Emotional Learning</p> <p>The EEF recognises Well being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life. The tool kit suggests the average cost is low and can have an impact on average of 4 months.</p> <p>EEF toolkit suggests that Small group Tuition has moderate impact (4 months additional progress over a year) for low cost based on moderate evidence</p>	1,2,3
<i>Resilience Rockets</i>	<p>Social and Emotional Learning</p> <p>The EEF recognises Well being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life. The tool kit suggests the average cost is low and can have an impact on average of 4 months.</p>	1,2,3,4
Forest School After school	<p>Social and Emotional Learning</p> <p>The EEF recognises Well being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life. The tool kit suggests the average cost is low and</p>	1,2,3,4,5

	<p>can have an impact on average of 4 months.</p> <p>Outdoor Adventure Learning EEF reports that; Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	
<i>OAA club</i>	<p>Social and Emotional Learning The EEF recognises Well being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life. The tool kit suggests the average cost is low and can have an impact on average of 4 months. Physical activity approach is relatively low cost and can see 1 month impact on children's attainment</p> <p>Outdoor Adventure Learning EEF reports that; Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	1,2,3,4,5
All pupils have access to educational trips and enrichment activities to enhance their cultural capital.	Ofsted's Guide 'The Pupil Premium' (Jan 21013) identified; The full range of educational experiences in their top ten of GAP Busters identifying the levers for improvement so that all pupils have full access to broad educational experiences.	5

Total budgeted cost: £ 28,350

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.

Desired outcomes	Further Evaluation
<p>To ensure that gaps from academic year 2019/2020 doesn't inhibit progress in line with their peers.</p>	<p>Quality for all: In total for academic year 20-21, 2 Recovery curriculums were put in place due to the COVID 19 pandemic. SLT monitored these closely providing deadlines and ensured that resources were used efficiently to guarantee that these were adhered to. School provided blended /remote learning for children absent due to COVID from the Autumn term. This ensured we were fully prepared when the National lockdown was enforced in Spring Term, allowing us to continue with this high-quality provision (as per parent feedback.) Making use of the Government's provision of laptops scheme, we were able to support disadvantaged children who didn't have their own personal access to these. Questionnaires were sent to parents to ascertain the digital access all pupils had to ensure children had the facilities to access the blended /remote learning we were providing. Pupil Premium Champion oversaw the responses of disadvantaged children.</p> <p>Targeted: Assessments carried out in September to ascertain children's current attainment as outlined in the strategy. We found it more challenging to conduct our usual in school core subject interventions in the traditional way. This was due to COVID 19 risk assessments, as children/staff were required to stay in bubbles and designated areas. Additionally, many disruptions were faced. However, blended /remote learning was present from Autumn and this saw the majority of children working in smaller groups and allowed us to reduce the disruption seen in most core subjects. Our targeted intervention programmes such as Nessy and IDL were able to continue as normal. In addition to the plan on the strategy, we took up the opportunity to receive online maths tuition in the latter part of the summer term because of government funding. Although there were benefits to the online tuition, such as children in isolation still being able to complete this at home, overall the impact of this was inhibited by endless technical issues. Therefore, in the future we will look to complete face to face tutoring.</p> <p>Impact</p> <p><u>KS1 Progress</u> Reading- 66% of children made expected progress with 33% made accelerated progress. Maths- 66% made expected progress with 33% made accelerated progress Writing – 33% made expected progress.</p> <p><u>KS1 Attainment</u> Reading – 66% ate ARE Maths 33% at ARE Writing 0% ARE.</p> <p><u>KS2 Progress</u> 75% of disadvantaged pupils made at least expected progress in all core subjects. 25% made accelerated progress in reading 25% made accelerated progress in maths.</p> <p><u>KS2 Attainment</u> 80% at ARE in reading with 20% at higher standard. 40% at ARE in writing. 80% at ARE in maths.</p>
<p>Accelerate the progress of PP children so that identified children achieve Higher standard at the end of KS2.</p>	<p>Quality for all: Some KS2 and KS1 classes had an additional qualified teacher for Maths and /or English daily. Remote blended learning was in place from the Autumn term, and therefore we were fully prepared when the National lockdown was enforced in Spring Term and through subsequent isolations. This allowed us to maintain high expectations and ensure maths enquiry was still taught as outlined in strategy. Despite our efforts, remote blended learning didn't have the desired impact across the school for writing. Despite efforts to develop</p>

	<p>vocabulary during the lockdown, it was evident that these had declined, along with the children's writing skills. Key writing skills, especially spelling needed to become a focus next year.</p> <p>Targeted: We found it more challenging to conduct our usual in school core subject interventions in the traditional way. This was due to COVID 19 risk assessments as children/staff were required to stay in bubbles and designated areas and the many disruptions faced due to the COVID pandemic. However, blended remote learning was present from Autumn and this saw the majority of children working in smaller groups and allowed helped to reduce the disruption seen in most core subjects. Our targeted intervention programmes such as Nessy and IDL were able to continue as normal. In addition to the plan on the strategy, we took up the opportunity to receive online maths tuition in the latter part of the summer term thanks to government funding. Although there was some benefits to the online programme such as children in isolation still being able to complete this at home, overall the impact of this was inhibited by endless technical issues. Therefore in the future we will look to complete face to face tutoring.</p> <p>Impact In reading, 20% attained higher standard.</p>
<p>Develop the self-esteem, confidence and independence of PP children.</p>	<p>Quality for all We were very aware that children may have been very apprehensive when returning to school after the first national lockdown. Teachers used the first 3 weeks to concentrate on wellbeing and ensured the curriculum incorporated many practical, fun based activities whilst focussing on closing the gaps of missed learning. As outlined in the strategy Growth Mindset was taught discretely and then embedded throughout the curriculum. Additionally, on return from the Spring Term Lockdown, all children completed a unit on feelings through the One Decision PSHE resources.</p> <p>Impact: CPOMS records, parent communication and teacher discussions showed that our approach has a positive impact for the majority of pupils. Throughout the year classrooms clearly displayed evidence of growth mindset and pupil voice showed that children had a good understanding of this.</p> <p>Targeted: From teacher discussion and parental input we identified that the lockdown had a greater impact on some disadvantaged children's social and emotional health. Key workers were allocated where necessary. 1:1 intervention also took place and specialist support provided where appropriate.</p> <p>Impact. Social and emotional support has been seen as very beneficial to our disadvantaged pupils and will remain a focus for next year to try and reduce the impact this has on their progress and attainment. Educational trips and enrichment activities were obviously not reflective of a normal year in Aughton St Michael's CE School. This will be something to look at in the future to ensure cultural capital is developed.</p>

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
Nessy	Nessy
IDL	IDLS group.

Further information (optional)

In addition to our strategy, our pupil premium champion will be developing an annual conversation with parents and guardians our pupils who receive Pupil Premium funding and have previously been in care. The aim of this is to create stronger links between home and school to fully support each child.