



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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	427
Proportion (%) of pupil premium eligible pupils	6.32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	November 2023
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil Premium Lead	Andrea Batten
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40 360.00
Recovery premium funding allocation this academic year	£ 3 915.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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>	£ n/a
Total budget for this academic year <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>	£44 275.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention at St Michael's school is that all children, regardless of background and challenges are supported and encouraged to achieve their full potential. Our aim for disadvantaged pupils is that they have access to the same high-quality teaching, learning and cultural capital as their peers and that they are able to make excellent rates of progress in all areas of a broad and balanced curriculum. At St Michael's we recognise that "Disadvantaged" includes: pupils entitled to Free School Meals (FSM) and the Pupil Premium Grant (PPG) as well as LAC, PLAC and Children in care, those identified as EAL or supported by social services and those children in families that are "just about managing" Our Pupil Premium strategy aims to promote the best outcomes for all our pupils but especially those identified as disadvantaged.

Our current pupil premium plan works towards ensuring the highest quality teaching and support in the classrooms as well as access to excellent intervention to ensure rapid and sustained rates of progress. We will do this by providing high quality CPD, support for teachers and teaching assistants on the best evidence-based training and methods for supporting pupils.

Challenges

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

Challenge number	Detail of challenge
1	<i>Develop reading and writing skills through regular targeted support</i>
2	Developing knowledge amongst school leaders and staff about strategies that have proven to be effective in supporting PP children
3	Increase attendance at wrap-around provision

4	Increase funding available for financial assistance to targeted support according to each individual/family needs
5	Promoting Racial Equity and wellbeing through workshops and celebrations throughout the year to raise positive representation, creating a sense of belonging

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	Outcome 2023/24	Outcome 2024/25	Outcome 2025/26
<i>Improved reading skills and, confidence and fluency</i>	to close the gap between PP and non-PP	Difference between PP v Non-PP R: - 5 %		
Improved writing skills, confidence and stamina	to close the gap between PP and non-PP	Difference PP v Non-PP W: - 14%		
Children to make accelerated progress and attain GD in all subjects	to close the gap between PP and non-PP	Difference between PP v Non PP All subjects: - 4.9%		
Raise representation through Racial Equity imbedding a sense of belonging	Introduce inclusive books, workshops celebrating different cultures	Proportional representation across the school		

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: £5275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily reading</i>	<p>Evidence suggests that reading is a more important driver of social mobility than socio-economic status. Children from deprived backgrounds read better and enjoy reading more when they have excellent teachers.</p> <p>Read-Write-Inc-lessons-learned-report-final.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2
<i>RWI training for specific EYFS & KS1 personnel</i>	<p>RMT supports schools teaching the Read Write Inc. Phonics programme. Schools develop a cohesive approach to teaching phonics and early reading and teach children to decode as the primary strategy for word reading.</p> <p>Read-Write-Inc-lessons-learned-report-final.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2
<i>Daily KS1 phonics interventions to close gaps</i>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or</p>	1, 2

	<p>alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p>	
--	---	--

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS & KS1 – group teaching</i>	<p>TalkBoost is a targeted and evidence-based intervention, which supports children in Reception and KS1 to make significant progress with their language and communication skills.</p> <p>Delivered by teachers, teaching assistants and volunteers, is provided three times a week to small groups of children that have been identified that need help with their language and communication skills.</p> <p>https://view.officeapps.live.com/o/view.aspx?src=https%3A%2F%2Fspeechandlanguage.org.uk%2Fmedia%2F4337%2Ftb-ofsted-sluk.docx&wdOrigin=BROWSELINK</p>	1, 2
<i>Y2 – Y6 HLTA, Reduced adult: pupil ratio</i>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged</p>	1, 2

	<p>pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>The average impact for reducing class size is around 2 months additional progress over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	
<p><i>Planning and monitoring for targeted support through Audit of Need and Pupil Progress Meetings</i></p>	<p>Targeted support and interventions can provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals, they must be used carefully and should not replace general efforts to improve the overall quality of teaching in a classroom.</p> <p>https://www.haringey.gov.uk/sites/haringeygovuk/files/5_core_standard_five_targeted_support_and_interventions.pdf</p>	1,2

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to improve Racial Equity (BME/BAC) pupils' wellbeing and emotional state by prioritising representation and to celebratory space</p>	<p>Research suggests that children and young people are more likely to be bullied in schools because of their race, faith, gender, disability, sexual orientation or trans status.⁸ Moreover, "education is the key" to helping end racism, as Sue Schofield, education team manager at charity Show Racism the Red Card, declared in an interview with the Independent. She explained that</p>	5

	<p>what is taught in schools and homes is crucial to tackling discriminatory attitudes and helping children to develop anti-racist instincts.⁹</p> <p>Ultimately, by building more authentic portrayals of the diverse experiences, backgrounds, contexts and communities that make up modern Britain into our classrooms, we can work to prepare pupils for the modern world and stamp out prejudice, building a more tolerant and educated society, where all walks of life are not only accepted, but celebrated.</p> <p>Diversity and inclusion in schools report (pearson.com)</p> <p>The Equality Act 2010 was the Public Sector Equality Duty (PSED), which is often referred to as the “general duty”. All public bodies in England must comply with the PSED, no matter what their function. It introduced three main functions that must be adhered to which are:</p> <ol style="list-style-type: none"> 1. Eliminate discrimination and other conduct that is prohibited by the Act. 2. Advance equality of opportunity between people who share a protected characteristic and those who do not share it. 3. Foster good relationships across all characteristics – between people who share a protected characteristic and people who do not share it. <p>OFSTED requirements Equality and Diversity in schools (cpdonline.co.uk)</p>	
<i>Show Racism the Red Card</i>	<p>Providing educational workshops, training sessions, multimedia packages, and a whole host of other resources, all with the purpose of tackling racism in society.</p> <p>Show Racism the Red Card (theredcardhub.org)</p>	5
<i>Art Therapist</i>	<p>Visual image making is an important aspect of the human learning process. Art made in the presence of an art therapist may enable a child to get in touch with feelings that cannot easily be expressed in words</p>	5

	<p>(PDF) Art Therapy for Children: How It Leads to Change (researchgate.net)</p> <p>https://www.gov.uk/government/news/new-measures-to-support-disadvantaged-children-in-schools</p>	
<i>Education Welfare Officer</i>	<p>The Education Welfare Service supports good school attendance and high standards of pupil welfare.</p> <p>https://www.haringey.gov.uk/children-and-families/schools-and-education/information-parents/education-welfare-service-ews</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <p>The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</p>	3,4
<i>Wraparound provision and financial assistance for residential trips etc.</i>	<p>Helps to facilitate the needs of working parents and is convenient as education and care take place in one setting. wraparound childcare facilitates not only the needs of children but also the needs of families as a whole</p> <p>Wraparound-Childcare-in-Primary-Schools-Report.pdf (employersforchildcare.org)</p>	3,4

Total budgeted cost: £44,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged pupils have improved – daily reading has proved successful and will continue. Ensuring priority access to all afterschool clubs ensures that pupils are able to have the same experiences and high quality input as their peers.

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.

Programme	Provider
Art Therapist works with children and adolescents who have a variety of referral presentations including; low self-esteem, behavioural challenges, peer relationship difficulties, and any other issue that may be impacting their ability to make the most of the opportunities to grow, to learn and to form relationships with others.	Jessica Olive Jessica Olive - Therapeutic Consultants