

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Farnsfield, St Michaels
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	7.7% (21 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year 2022-23
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Louise Carpenter
Pupil premium lead	Deb Taylor Deputy Head
Governor / Trustee lead	Jennie Fieldwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,095
Recovery premium funding allocation this academic year	£3,190 based on last year's census
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	

Part A: Pupil premium strategy plan

Statement of intent

At St. Michael's our aim is to offer all children the best possible access to a rich curriculum and the ability to engage positively in learning. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for our curriculum, including targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in assessments, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils flourish.

Our ultimate objectives are:

- *Every child can take part in our extra-curricular activities such as residential, trips and clubs.*
- *Every child has access to a healthy diet through school milk, morning snacks and fruit.*
- *Barriers to learning are broken down.*
- *Children's emotional needs are met, in order for them to engage in a full school life.*

The key principles of our plan are that:

- *Good relationships are built between pupils and adults within our school*
- *We have a good understanding of the needs of individual children and how best to support them to reach their potential.*
- *All children receive QFT throughout the school*

- *We promote a safe and caring environment, where all children want to come to school.*

Challenges

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

Challenge number	Detail of challenge
1	Our assessment tools (Boxall) in school show that we have a number of pupils who have social and emotional needs (some linked to attachment), some of these have increased due to the pandemic and isolation, whilst others are due to lack of experiences, adaption and SEND needs that lead to limitations on family outings and experiences.
2	Assessment show that a number of our pupils, even more so with the lack of support from SALT during previous years, are suffering with speech language and communication needs. This is impacting early phonics and early writing.
3	Our reading assessments show that a number of our more disadvantaged pupils due to a limited range of life experiences struggle with their reading comprehension and ability to make connections with books, characters and experiences that they have not had themselves. This has impacted on reading comprehension/reading age.
4	Our SEND list reflects that a large proportion of our PP children have specific SEND needs, mainly cognition and learning and communication and interaction this is furthering impacting on their academic progress.
5	From observations, we can see that a number of our PP children struggle with a readiness to learn, they need support to sit well for extended periods of time, activities altered to meet their needs and some emotional and sensory support.
6	Our attendance data shows that for a number of our PP children there are gaps in learning due to low attendance.

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
Increased positive social interactions	Pupils are able to overcome barriers/ challenged in relationships independently. This will be shown on our termly Boxall assessments and through observations of pupils within the classroom.
Progress in reading	Pupils make progress in line with their peers.

Increased understanding of language	Assessments such as the BPVS and York reading assessment show that our children have increased their understanding of language.
Increased well being and emotional language	Observations of pupils show that they are more settled and readier to learn and also an increase in attendance for named pupils, these will be known to class teachers and SLT for monitoring.
Improvement in behaviour for learning	Relationships lead to a greater engagement in learning and higher standards in behaviour and work outcomes. Assessment tools such as Boxall, tracked by class teachers should indicate an improvement.

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: £ 0 (*PD meetings*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Phonics and writing approaches	Offering children, a rich range of texts, offers greater experiences and increases the children's vocabulary. Phonics EEF (educationendowmentfoundation.org.uk)	2, 3, 4
QFT a focus on feedback and target setting	Feedback is shown to have a high impact on pupil progress. Feedback EEF (educationendowmentfoundation.org.uk)	4, 5

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

Budgeted cost: £24,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups	Focus on self-regulation is shown to have a high impact on learning. Targeted behaviour and emotional well being approaches show that they can impact on classroom focus etc. Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1,2,5
Foresters	Outdoor adventure learning shows a moderate level of progress for pupils. It also supports emotional wellbeing and mental health. Both behavioural and social emotional learning can support classroom progress. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1,2,3,5

Reading interventions	Low cost, high impact supporting both reading progress and writing. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Maths interventions	Focused group interventions are shown to have a high impact, this involves pre-teaching and post-teaching. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	4, 6
Phonics/SLCN support	Oral language interventions are shown to support good progress in learning, especially within reading and writing. Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,5
One to one/ small group tutoring (recovery funding)	Small group work focusing on gaps in learning in writing and maths. One to one tuition EEF (educationendowmentfoundation.org.uk)	3,5,6

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

Budgeted cost: £10,548 (Plus PD meetings)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Take 5	Evidence based research from other schools in the county. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,5
Relationships and behaviour rules policy	Focus on self-regulation is shown to have a high impact on learning. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1,5
School visits and residential	Life experiences that can feed into reading and writing can have a high impact- writing with a purpose.	1,3,5
Milk and morning snacks	Supporting a healthy diet and ensuring children aren't hungry enables them to be ready to engage in learning.	5

After school clubs	Exercise and keeping healthy to support general health and well being.	1,3,5
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Total budgeted cost: £ £35,285

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 2021 to 2022 academic year.

- Pupil Premium children had mastery style Maths and quality first teaching across all phases, including intervention as and when relevant to support pupils' learning and understanding.
- Quality first teaching was seen throughout the whole school via appraisal and HT observations. The SLT agreed that there was a high quality of teaching seen across the school.
- PP children were targeted in class through quality questioning, stretch and challenge activities and targeted support where required.
- Financial support was available for trips and residential. This was used in trips to Newstead Abbey, Eden Camp, The Holocaust Centre, Haughton Park House Farm, Magna, Dukes Barn, Castleton and Hagg Farm. Outside providers that came into school were also supported, including a Great Fire of London day and a Roman day.
- PP children who required support outside the classroom for emotional and well being needs were met through our in house offer of ELSA, Nurture, Foresters and Doodle time. In addition SEMH provisions 'Brighter Futures Through Sport' and 'Watch Me Rise' were run by external providers and benefitted our PP children.
- Writing was a SIP target and PP children were targeted in interventions and through quality first teaching.
- The use of reading volunteers, targeted support in Guided Reading lessons and TA interventions enabled good outcomes for PP children in end of year assessments.
- End of KS2 outcomes for Year 6 pupils in receipt of PP were 75% achieving age related expectation in reading, writing and Maths combined, compared to the national figure of 42%.
- End of KS1 outcomes for Year 2 PP children was 100% in reading (national 50%), 50% in writing (41%) and 100% in Maths (national 52%).
- Take 5 training and implementation across the whole school has enabled PP children to manage their emotions and behaviour through demonstrated techniques, so that they are calm and ready to learn.

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
Brighter Futures Through Sport	Cannoville Coaching

Watch Me Rise	Next Level Sports
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Appropriate academic intervention and tuition groups. Access to SEMH provision including Nurture groups.
What was the impact of that spending on service pupil premium eligible pupils?	Y6 pupil successfully completed end of KS2 assessments. F2 pupil was supported with emotional regulation strategies to support their SEMH and has now settled to school, showing increased confidence to separate from their parents.

Further information (optional)

Funding for our recovery will be reported separately.