

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	St. Michael's C.E Infant School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	2.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nicola Cleather Headteacher
Pupil premium lead	Nicola Cleather
Governor / Trustee lead	Alistair Swanepoel Chair of Finance and Staffing Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2344
Recovery premium funding allocation this academic year	£500
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	£2844

Part A: Pupil premium strategy plan

Statement of intent

A Special Place to Learn and Grow

We believe that if we open our hearts and minds to the possibilities each and every one of us, no matter how small, can make a difference in our school and beyond. The parable of the Mustard seed teaches us that God can do a lot with a little!

Love Peace Thanks Trust Forgiveness Hope

Our intention is that each and every one of our pupils is able to achieve their hopes and dreams so that they can make a difference to their world community. In order to do this our vulnerable pupils will receive the appropriate support to allow them to make good progress and achieve high attainment across all subject areas.

Having considered the challenges these pupils face, our 3-year pupil premium strategy has been written to show how we will support disadvantaged and vulnerable pupils (including those with a social worker or those who are young carers) to achieve that goal, including progress for those who are already high attainers.

High-quality first teaching is always a priority as 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 education recovery, notably in its targeted support 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 robust diagnostic assessment, not assumptions about the impact of disadvantage. This is particularly relevant to our very small group. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Irregular attendance can impact overall academic performance and engagement with learning. Persistent and severe absenteeism can result in gaps in knowledge, diminished social interaction, and a lack of participation in the classroom.</p>
2	<p>Attainment</p> <p>Attainment in phonics, reading, writing, and maths. Developing literacy skills, reading fluency and numeracy skills to achieve age related expectations. Lack of early intervention and tailored support can hinder writing and reading abilities and mathematical understanding, resulting in widening achievement gaps.</p>
3	<p>Language acquisition and development</p> <p>Limited vocabulary and communication skills can hinder pupils ability to engage fully with the curriculum. A language gap can affect academic performance and impact social interactions and emotional development.</p>
4	<p>Social and emotional challenges</p> <p>Social and emotional difficulties can mean that pupils experience heightened levels of stress, anxiety, or trauma, which can impede their ability to concentrate, engage, and thrive academically. These emotional challenges can result in lower self-esteem and increased absenteeism.</p>
5	<p>Transition</p> <p>Transitional phases in pupils' educational journey, such as moving from infant to junior school or transitioning year groups, may cause pupils to face increased anxiety and uncertainty, which can affect their confidence and ability to engage with new academic and social environments. The disruption of established routines and the potential for missed educational opportunities often places these pupils at a disadvantage, highlighting the need for targeted interventions and support mechanisms that address both their academic and emotional needs.</p>
6	<p>Enrichment opportunities</p> <p>Access to arts, sports, and cultural experiences—that enhance learning and foster personal development. Financial constraints, lack of transportation, or limited parental support or capacity, can prevent access to these valuable opportunities. This discrepancy can hinder engagement and motivation but also restrict exposure to experiences that can broaden pupils' horizons and inspire future aspirations.</p>

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
Attendance will be 90% or above	Pupils will attend school regularly and consistently benefit from accessing and participating in all educational activities therefore securing at least good outcomes academically, socially and emotionally
<p>Pupils will pass the phonics screen</p> <p>Pupils will be early readers, meeting age related expectation</p> <p>Pupils will meet age related expectations for reading and maths</p>	<p>Pupils will benefit from early identification re gaps in phonic knowledge and will have access to targeted support</p> <p>Pupils will have access to ordinarily available and targeted support with reading, being offered daily reading opportunities and comprehension skills provision</p> <p>Pupils will benefit from early maths ordinarily available provision with targeted support when gaps are identified</p>
<p>Pupils language and communication skills will be in line with their peers working at age related expectation</p> <p>Pupils will use these skills to form meaningful and secure relationships with peers and adults, enhancing readiness for learning and overall outcomes</p>	<p>Pupils will have access to high quality talk (both modelled by peers and adults and through resources provided) through ordinarily available provision and targeted support</p> <p>Pupils will be observed and measured (using the Leuven and well-being scale) displaying good levels of involvement and engagement</p>
<p>Pupils will demonstrate an ability to form meaningful and secure relationships with peers and show resilience when navigating friendships</p> <p>Pupils will demonstrate good/high levels of involvement, engagement and well-being</p>	<p>Pupils will engage with small group, whole class and 1-1 paired activities within ordinarily available provision</p> <p>Pupils will have access to ELSA, well-being support and social interactions in a targeted or non-targeted way, depending on need</p>
<p>Pupils will experience a smooth transition from one phase to another</p> <p>Pupils will demonstrate good/high levels of well-being at transitions</p> <p>Pupils will continue to access education in transitions</p>	<p>Pupils will be offered targeted support. This could include ELSA, well-being activities, transition booklets, pre-visits to classrooms/new settings</p> <p>Pupils progress will be monitored and the impact of transition will be evaluated with a focus on next steps</p>
<p>Pupils will have access to clubs that school offer as well as well as clubs and activities offered by outside agencies</p> <p>Pupils will regularly have access to school trips and enrichment opportunities</p>	Barriers to attendance at clubs will be discussed with families and alternative arrangements/support will be offered where reasonable

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: **£1600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planning, linking and delivery of the Story Project and PSHE curriculum	<p>+4 on the EEF toolkit</p> <p>Impact statement report for Story Project states that 100% of teachers feel confident at teaching and supporting wellbeing in school</p>	2, 3, 4
<p>RWI phonics training for new staff. Additional whole school updated training.</p> <p>Monitoring of impact of training</p> <p>Purchase of RWI books and materials.</p>	<p>Reading Framework 2021</p> <p>The Simple View of Reading/Scarborough rope</p> <p>RWI is a government validated phonics scheme</p>	2, 3
Early years communication and language research/training and delivery	<p>+7 on the EEF toolkit for early years</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>Staff are very likely to benefit from training or professional development to use programmes and approaches successfully.</p> <p>There are many communication and language approaches. High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills</p>	3, 4
Reading comprehension training	<p>+6 EEF toolkit</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	4

Completion of the NPQLPM	<p>+7 EEF toolkit</p> <p>Targeted early numeracy approaches may help children from disadvantaged backgrounds to catch up with their peers.</p> <p>Professionals' knowledge of mathematics and of young children's development in mathematics supports early mathematical learning.</p>	2
Development of the Nurture Room provision	<p>+4 EEF toolkit</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	1, 3, 4
Updated Equality, diversity and inclusion training for all staff	<p>"Diversity and Inclusion in Education: A Review" (Education Endowment Foundation, 2020)</p> <p>This report presents research on how diversity and inclusion initiatives, including training, positively affect educational practices and outcomes. It suggests that when educators are equipped with knowledge and skills around EDI, they are better able to meet diverse student needs.</p>	4, 5, 6

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

Budgeted cost: **£3,317**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions for emotional, social and self-regulation support and transition	<p>+4 on EEF toolkit</p> <p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p>	4, 5
Metacognition and self-regulation	<p>+7 on EEF toolkit</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Metacognition and self-regulation</p>	2, 3

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>+5 EEF toolkit</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
Small group or 1-1 targeted reading intervention	<p>+2 EEF toolkit</p> <p>https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress</p>	2, 3
OT provision and additional sports intervention (small group or 1-1)	<p>+5 EEF toolkit</p> <p>Approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months additional progress, on average.</p> <p>Physical development is a core part of early years education and has many important benefits beyond the cognitive outcomes.</p> <p>Positive impacts have been shown for early literacy and mathematics as well as other areas of the curriculum, such as geography and science.</p> <p>Research has taken place across a variety of physical development approaches, including sports and games, exercises, and rhythmic movement approaches.</p>	1, 2, 4, 6

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£1500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of sensory equipment to support emotional regulation and learning readiness	<p>+4 EEF toolkit</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	1, 2
Provision of clubs, milk and uniform for vulnerable children	<p>Improve physical health and appearance</p> <p>Unclear impact</p>	4
Scheduled trips and events that enhance the curriculum	<p>+4 EEF toolkit</p> <p>Improvement in social and emotional development, engagement and well-being through enrichment opportunities (Leuven Scale assessment)</p>	4, 6

Discussions with target families re attendance and engagement levels	<p><u>Short breaks damage young people's futures - GOV.UK (www.gov.uk)</u></p> <p>Research based on pupil absence and exam results data reveals the link between attendance and achievement.</p>	1, 2
Improved transition arrangements for all pupils (ensuring all staff are aware and involved) and pupils leaving the school.	<p><u>Transitions : Mentally Healthy Schools</u></p> <p>Whether a child or young person is starting primary school, secondary school, further education, changing schools, or leaving school for university or work, this transition period needs to be carefully managed. If a child struggles with a transition it can have a negative impact on their wellbeing and academic achievement.</p>	5

Total budgeted cost: £6,417

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 2024 to 2025 academic year.

Notes have been made against the intended outcomes in blue in Part A and are also summarised below: (new 3 year strategy so not applicable to this document Part A but evaluation completed for the previous 3 year strategy – final year)

SMHL courses previously completed by two leaders across the federation. Mental Health policy in place.

Staff twilights through Dorking Minds re supporting mental health/well-being. Resources/signposting shared (Anna Freud)

Termly well-being events planned.

Training completed on EBSNA (emotionally based school non-attendance) by Head of School and SENCO. Training then delivered to staff.

Young Carers group started. Half termly activities planned for these children. Young Carers Angel Award - information gathering – in order to initiate this process.

Year 1 pupils attended a federation school trip to a local Synagogue (April 24)

Year 2 pupils attended a federation school trip to a local Mosque (March 24)

Whole school trip to Gatton Park (July 24)

Dorking School Partnership sports events attended (KS1 children)

100% of disadvantaged children are working at the expected level for communication and language and reading in early years.

100% of disadvantaged children passed the phonics screening check by the end of KS1 and met the expected standard for reading.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.