

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data 21-22	22-23
School name	St Michael's C of E Primary School.	St Michael's C of E Primary School.
Number of pupils in school	381	365
Proportion (%) of pupil premium eligible pupils	195 pupils (51%)	188 pupils 52%
Proportion (%) of SPP premium eligible pupils	102 pupils (27%)	94 pupils 26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3	
Date this statement was published	01/12/2021	28.11.22
Date on which it will be reviewed	01/12/2022	
Statement authorised by	Mr Arvind Hirani	Sarah Luff
Pupil premium lead	Mrs Ruth Reynolds	Mr Arvind Hirani
Governor / Trustee lead		

Funding overview

Detail	Amount 21-22	Amount 22-23
Pupil premium funding allocation this academic year	£144,355.00	£121,880
Recovery premium funding allocation this academic year	£11,745.00	£12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£156,100.00	134,640

Part A: Pupil premium strategy plan

Statement of intent

Here at St Michael's, we are committed to providing the best learning experiences for all children. As part of this commitment, we aim to raise the achievement of all pupils that are eligible for Pupil Premium and Services Premium and understand that many of these pupils must make accelerated progress compared to non –eligible pupils to achieve this.

As a school, we are able to determine how best to use the Pupil Premium and Service Premium grants to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP/SPP spending plan below.

We will achieve this by:

- Collecting and analysing data on individuals and groups of children
- Identifying barriers to learning and tracking progress
- Facilitating and monitoring interventions when needed (Academic and non-academic)
- Tracking poor attendance – tackling and supporting children and families as appropriate
- Providing enriching after school learning experiences.
- Supporting and working with parents and carers.

Challenges

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

Challenge number	Detail of challenge
1	Academic
2	Social, emotional, and behavioural challenges
3	Absence and lateness
4	Low aspirations
5	Some home learning environments lack support, especially in readiness for school
6	Lack of parental support at home.

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
<p>Ensuring appropriate phonics provision into Year 3, especially for children who have not passed the phonics screening check.</p> <p>To increase the number of disadvantaged children achieving ARE in reading, writing and maths at the end of KS1 and KS2. (Data from September 2022 – July 2023)</p> <p>To increase the number of PP children achieving ARE in numeracy and reading, writing and maths at End of KS2.</p>	<p>This will be monitored through phonics assessments, reading assessments, observations, planning scrutinies and ongoing data submissions, including in year 3 and 4 for targeted children.</p> <p>End of year 2 phonics screening recheck results should see and increasing in the pass rate.</p> <p>Termly progress of identified pupils in Year 5 and 6 receiving additional interventions from teacher.</p> <p>Increase in End of KS results when compared to results of 2022. Results closer to national figures.</p>
<p>A significant improvement in the speech and language of children in the Reception 2020/21 cohort and KS1 as a whole in the year 22-23.</p> <p>(63 % made significantly accelerated progress with their S and L skills and improved from severe to moderate, moderate to mild delay July 22')</p>	<p>Narrowing of the gap between disadvantaged and non-disadvantaged children on entry to when they leave EYFS. Also, a reduction in the number of children on the Speech and Language caseload.</p>
<p>A decrease in the number of children with issues relating to poor well-being.</p>	<p>Motional assessment tool used to assess individual children's developmental levels before they enter nurture provision and when they leave.</p> <p>Motional assessment tool used by individual teachers to screen the mental health and well-being of their class.</p> <p>Further screenings to evidence improvements in each class cohort's mental health.</p>
<p>A closing of the attendance gap between disadvantaged children and non-disadvantaged children, (Autumn 22' FSM - 91.4%, non-FSM 93.7%)</p>	<p>Monitoring and closing the gap between the attendance of disadvantaged and non-disadvantaged children and the gap between disadvantaged and non-disadvantaged persistent absentees.</p>
<p>Increased involvement of parents of disadvantage children in family services and learning sessions.</p> <p>Greater presence of parents of disadvantaged children at Parent Café.</p>	<p>Monitored by PSA and Inclusion Team.</p> <p>Increased involvement in family services -Cornwall Early Help Hub, their Family Workers, RNRM Welfare Services, parenting programmes within the school setting etc.</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: £ 3,083.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff trained in use of Motional Assessment Tool. (Online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people.)</p>	<p>Motional's Snapshot tool uses a series of questions to help adults better understand how well a child or young person is functioning in terms of their mental health and wellbeing. At St Michael's Snapshots are completed for all children in all year groups across the school year. These Snapshots allow us to create a program of strategies and activities known to support emotional development and to heal troubled children's minds, brains, and abilities to learn.</p> <p>The research base shows that these interventions can support children who have mental health difficulties to go on to leading fulfilling lives. The Motional programs tie in with well-developed models of practice such as PACE.</p> <p>Motional's reporting function allows us to measure progress made in the children's mental health and well-being.</p> <p>Analysis of data from last year, showed progress in all year groups across the school.</p>	2
<p>Wild Tribe training for staff led by internal practitioners.</p>	<p>Staff have an enhanced understanding of the benefits of outdoor work on the children's learning and mental health.</p>	2

<p>(Teachers and Teaching Assistants.)</p>	<p>Off the back of this training, more outdoor sessions & activities will be planned for pupils to engage as whole classes.</p> <p>Through these sessions, and especially in their relationship with their teacher and teaching assistant, the children will rediscover the essential security of early attachment.</p> <p>It is hoped, the children will begin to engage more in the process of learning and develop the self-confidence that enables them to find their place in the wider school community of St. Michael's.</p>	
<p>Develop retrieval practice techniques</p>	<p>Research has shown that retrieval practice can benefit pupils' learning. The recently published EEF report on Cognitive Science has examined the evidence underpinning retrieval practice, highlighting its potential to support pupil learning.</p> <p>Staff will have completed their own research and shared good practice.</p>	<p>1</p>
<p>Enrichment clubs</p>	<p>The school will provide high quality teaching through P.E coaches with teachers and teaching assistants in attendance observing best practice.</p>	<p>2</p>
<p>Acquisition of high quality books</p>	<p>Research by the National Literacy Trust has shown that children who are eligible for free school meals are much less likely to own books of their own. Their study revealed a strong link between young peoples' reading ability and their access to books at home. They conclude that "without access to books of their own children are less likely to have positive experiences of reading, less likely to do well at school and less likely to be engaged in reading in any form."</p>	<p>To develop positive experiences of reading and providing greater access to books at home by revamping library borrowing. Investigate opportunities for FSM pupils to own their own books.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language Link for all Reception children</p> <p>DfE/EEF Nuffield Early Language Intervention (NELI) to provide additional targeted support for oral language</p> <p>Small groups for Time 2 Talk in Reception.</p> <p>Liaison with S&L Therapist/s</p> <p>1:1 sessions to focus on individual Speech and Language targets.</p> <p>Support for children with communication needs through Autism Champion role</p>	<p>Early indication transition information identified specific speech and language needs in Reception cohort.</p> <p>NELI has been developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme to address children’s language needs. Several robust evaluations has led to NELI being the most well evidence early language programme available to schools in England. All assessments completed in December 22’</p> <p>According to research carried out by the Sutton Trust Education Endowment Foundation, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months’ benefit).</p> <p>The school’s Autism Champion/Dyslexia Champion acts as a school resource to the staff and young people they work directly with. They promote Autism awareness within school and provide a first port of call for parents, children and staff that means small issues can be dealt with before they</p>	<p>1,2</p>

	become major concerns. The impact of Autism Champions was positively evaluated by parents, children, staff and senior leaders in a study carried out in Cornwall.	
<p>Streamed groupings for phonics in Year 2.</p> <p>Phonics Catch Up groups every day for 5 weeks each term for Year 1.</p> <p>Phonics screening in KS1.</p> <p>Differentiated phonics planning in year 3 and 4 for children who have not passed the phonics screening check</p> <p>Resources for phonics.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>(Sutton Trust Education Endowment Foundation)</p> <p>Sutton Trust research states that children should have mastered the most common correspondences in KS1, but some may still need support and guidance in KS2, and it is important to rule out weaknesses in the individual strands (decoding and phonological awareness) before attempting to 'entwine' them by developing reading fluency.</p> <p>Phonics lead to provide training and resources to current and new staff.</p>	1
<p>Small group intervention focussing on Reciprocal Reading strategies for those falling behind age related expectations.</p>	<p>Whole class and and small group intervention focussing on explicit reading skills</p> <p>The strategies focussing on learners understanding of written text has been rated as having a high impact on the EEF toolkit. The approach uses the key areas of questioning, clarifying summarising and predicting.</p>	1
<p>Continued support from Inclusion Teaching Assistant.</p>	<p>Providing additional support to vulnerable and disadvantaged children, supporting work in phonics, Literacy and numeracy as well as providing emotional support as an</p>	1,2,5,6

	<p>emotionally available adult in the classroom.</p> <p>Research which focuses on teaching assistants who provide <u>one to one</u> or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (Sutton Trust Education Endowment Foundation)</p>	
<p>Additional adult support in Reception.</p>	<p>Areas of focus: listening and attention, reading, writing and number.</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact, a typical impact of six additional months' progress. (Sutton Trust Education Endowment Foundation)</p>	1
<p>Small group tutoring focussing of Literacy, Numeracy.</p> <p>For the academic Year 22-23, a teacher will be deliver small group teaching in literacy and numeracy for targeted pupils in Year 5 and 6.</p>	<p>Studies in England have shown that small group tuition approaches can support pupils to make effective progress by providing intense, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>The NTP programme will be utilised in the first instance.</p> <p>The approach allows the teacher to focus on the needs of the smaller number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and</p>	1

	increase their access to the curriculum. (Sutton Trust Education Endowment Foundation)	
Class based Support Staff interventions.	Research which focuses on teaching assistants who provide one to one small group targeted interventions shows a strong positive benefit of between four to six additional months on average. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes to learning. (Sutton Trust Education Endowment Foundation)	1,6
Continued support of Inclusion Lead.	The School's Inclusion Lead: -Acts as support for the School's Inclusion Team -Supports the School's Dyslexia and Autism Champion in school -Offers support to staff and parents with children in school or at home with Autism and/or Dyslexia -Organises and Leads EHCP reviews -Ensures the needs of all learners are met at class level -Monitors PDRs (Plan Do Reviews) for children on the school's record of need - Is a teacher for children in care - Is a deputy within the school's Safeguarding Team.	1,2,3,4,5,6

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

Budgeted cost: £ 82,694.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rainbows Mini Rainbows	For many years the Rainbows, Mini Rainbows, Wild Tribe and 1-1 TiS	1, 2, 3, 4

<p>1-1 Nurture or TiS Wild Tribe Nurture and Fun Fit</p>	<p>provision has delivered stable routines and developmentally appropriate activities based on individual needs. Through these sessions, and especially in their relationship with the leading adults, the children have re-discovered the essential security of early attachment. The various nurture settings have provided secure bases from which these children have begun to engage more in the process of learning and develop the self-confidence that enables them to find their place in the wider school community of St. Michael's.</p> <p>Before, during and after attending these nurture groups the mentees have been assessed using various assessment tools including Boxall Profile and Motional.</p> <p>Analysis of this data has shown that all mentees had made progress many developmental and diagnostic areas. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	
<p>Support from NHS Mental Health Practitioner - groups of children and individual children.</p>	<p>This intervention is not funded out of PP/SPP but is facilitated and monitored by the PP/SPP Lead. PP & SPP children have benefitted from this service in the past and continue to benefit from it.</p>	<p>1,2</p>
<p>Continued support from Bereavement Champion.</p>	<p><u>Impact/strengths of support last year:</u> *32 families in total have been supported by the Bereavement Champion this year. *All families contacted have expressed appreciation for this support. *All children supported have expressed appreciation for this intervention.</p>	<p>1,2,6</p>

	<p>*Several families have been sign-posted to Penhaligon's Friends for further support and/or advice.</p> <p>*11 children from Key stage 1 & 2 have benefitted from individual support sessions with the school's Bereavement Champion.</p> <p>*2 children were supported with their loss remotely during the Covid Lock-downs. This support continued once they returned to school.</p> <p>*1 referral has been made for a child to Penhaligon's Friends.</p>	
<p>Continued support from PSA – (Parent Support Advisor)</p> <p>Provide Family Learning opportunities</p> <p>Liaise with Cornwall Early Help Hub, their Family Workers and RNRM Welfare Services to provide opportunities for Parenting Programmes.</p> <p>Signpost parents in need to hardship fund and food bank vouchers.</p> <p>Run a Parent Café 3 times per week.</p> <p>Refreshments.</p>	<p>*Parental involvement is consistently associated with pupils' success at school.</p> <p>*In previous years increasing numbers of referrals have been made to family support / forces family support.</p> <p>*The school has previously sign-posted families to support groups/parenting groups.</p>	2,3,4,5,6
<p>Improvements in attendance.</p> <p>Target vulnerable children for Early Birds & After school club.</p>	<p>According to research carried out by the Sutton Trust Education Endowment Foundation, evidence indicates that, on average, children make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approxi-</p>	1,3,4

<p>Target vulnerable children for enrichment club attendance.</p> <p>Attendance referenced in weekly newsletter.</p> <p>Provide additional activities that increase vulnerable children's participation in school life (sailing, surfing, swimming, after school clubs.)</p>	<p>mately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour, and relationships with peers.</p> <p>According to research carried out by the Sutton Trust Education Endowment Foundation overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics, and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p> <p>According to research carried out by the Sutton Trust Education Endowment Foundation, evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required achieve them.</p>	
<p>Employment of a Pupil Premium and Services Premium Leader.</p>	<p>The school's PP Lead</p> <ul style="list-style-type: none"> -Coordinates and monitors PP interventions & services provided across the school -oversees the SPP provision -monitors group and individual pastoral interventions across the school -Manages and monitors support staff in leading other pastoral interventions across the school <p>The SPP lead</p> <ul style="list-style-type: none"> -Provides a pastoral support and advice to other colleagues, where appropriate 	<p>1,2,4,5,6</p>

	<ul style="list-style-type: none"> -Leads and monitors the mental health and well-being of children across the school - Supports children and families in role as Bereavement Champion -works with the phase leaders and core subject Leads to ensure appropriate actions are in place to support progress -Monitors academic and ESB progress of PP and SPP children across the school -attending termly Pupil Progress meetings -Works with/acts as point of contact for outside agencies, professionals & community contacts e.g., NHS Mental Health Practitioner, Penhaligon's Friends, Royal Navy family and People Support. -Meets weekly with schools Inclusion Team -Deputy within School's Safeguarding Team. 	
Subscription to My Concern.	Online tool used by all staff to report concerns and safeguard children.	2,3,5,6

Total budgeted cost: £ 156,112.85

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.

Ensuring appropriate phonics provision into Year 3, especially for children who have not passed the phonics screening check.

- In the autumn term of 2021, the identified children were taught phonics based on where they were at the end of the previous school year. At the end of this first term, these children were assessed, and provision was put in place to deliver daily phonics using the new Little Wandle scheme. However, due to staffing, this scheme has not been as successful as we would have liked. As an action, the phonic Leads have decided to make this a priority this year, ensuring that the children in Y3 and 4 receive quality first teaching in this area. This will be carefully monitored by one of the Phonics Leads who is now teaching in Year 3. The Year 3 timetable in both classes has already been altered to ensure this.
- Training of the new phonics scheme (Wandle) has been given to all teachers through staff meetings.
- Training has been given to all TAs in Y3 and 4 through observations of the Phonics Lead in class.
- Both Y3 and 4 classes have been receiving revision of Phase 5 graphemes through flashing sound cards at the beginning of their spelling lessons – for ALL children to ensure this impacts spelling as well as reading.

To increase the number of disadvantaged children achieving ARE in reading at the end of KS1 and KS2.

- In the autumn term the 58% of disadvantaged children were making ARE with reading. For the whole school this figure was 70%, a difference of 12%.
- At the end of the summer term 2022, 74% of disadvantaged children were making ARE with Reading. For the whole school this figure was 78%, a difference of 4%.
- End of KS1 Teacher Assessments Reading Overall ARE 75%. 50% of disadvantaged pupils (6 pupils) reaching ARE in reading.
- End of KS2 Results all pupils Reading overall 64% of which 33% (4 pupils) of disadvantaged pupils attained ARE.
- This data demonstrates that there has been a narrowing of the gap between disadvantaged children and all other children with regards to reading attainment this academic year.
- The Pupil Premium Lead and Reading Leads will continue to monitor this situation this academic year.

A significant improvement in the speech and language of children in Reception cohort and KS1 as a whole.

- During 2021/22, 43 pupils were assessed or reviewed by the Speech & Language Therapists, targets set, and recommended followed.
- Alison Webb (Independent Speech and Language Therapist with a school funded by SLA) assessed 38 of the 43, including all new referrals made by the school. The school purchases her services so that children can be referred and assessed quicker than the Community Therapy Service and so that some children can have additional reviews and more thorough assessments if required. Due to the increase in need, Alison attended school 4 days each term again this year, mostly funded from the Pupil Premium budget, but some days from the SEN budget. Alison plans to retire in July 2023, so an alternative to her invaluable support will need to be sought in 2022/3.
- Added to the SAL caseload during the year were 14 newly identified pupils and 3 already known to the SALT service from other settings.
- 2 pupils assessed due to concerns from school did not need to remain on the caseload, but advice was provided.
- Of the 41 pupils on the SAL caseload this year (17% were FSM6, 20% were SPP, 12% were EAL and 55% were also on the SEN RoN)
- Of the 33 pupils who were on the SAL caseload for at least 2 terms, 63 % made **significantly accelerated progress with their Speech and Language skills** and improved from severe to moderate, moderate to mild delay/disorder, or were discharged from the caseload altogether. Review reports show progress in SALT targets in all pupils apart from one (further investigations are in progress)
- 6 pupils received SAL intervention from their 1:1 TAs, often supported with resources and advice by the school's SAL team
- All SALT reports and any PDRs are shared with parents, relevant teachers, TAs and the School's SAL-TAs, to encourage appropriate support in all environments.
- Alison Webb has been available to discuss concerns with parents and the 'phone and has prepared reports for EHCP Annual Reviews.
- TS continued as Autism Champion in order to work with pupils, parents, and staff, however his time was reduced to 1 morning a week for both Dyslexia and Autism Champion roles (at one point it was 2 days a week). That time has often been diverted elsewhere e.g., supporting children with Social, Emotional or Mental Health crises, or teaching classes due to staff absence.
- Covid has had a significant impact on Speech and Language Needs in children nationally. Last year our SALT caseload in St. Michael's virtually doubled and this year there has again been an increase in the number of children being identified with language delay and disorders. Staff illness in school has increased this year for a number of reasons which has impacted the number of sessions and the speed with which children can overcome the barriers. The school used additional Catch-Up funding to increase the number of sessions for pupils, however many of those were unable to go ahead due to covering staff shortages and children with additional needs joining the school. Although the therapists were able to discharge 8 pupils from the SAL caseload, the number of pupils going into KS2 still with SAL difficulties has again increased, demonstrating the impact that Covid lockdown and ongoing staff illness is having on the children's language development (before Covid, the only pupils in KS2 on a SALT caseload were either joiners or pupils with EHCPs)
- Another planned use of funding was for a Y1/2 Time To Talk Group, as they were unable to run like usual for the last 2 years in YR. When it ran, this was an early

intervention supporting the children's language skills and reducing the number of pupils needing to join a therapist's caseload, but staffing redeployment due to Covid, prevented the programme from being completed again this year.

- The Catch-Up NELI expressive language programme was run by YR staff, who will report separately on its effectiveness –the change in the EYFS assessments have made it difficult to evaluate progress as in previous years.
- Pupil Premium funding renewed the subscription to Language Link which was used to assess new pupils' receptive language on arrival, prioritise those who needed additional support, and assess progress at the end of the year. Free temporary access to Junior Language Link allowed us to screen several late joiners to the school.

A decrease in the number of children with issues relating to poor well-being.

- The data below was generated by whole school, individual and group screenings of the children's Mental Health and Well-being using Motional. It displays progress made across the school in the children's CARE systems, Executive Functions and Blocks to Learning.
- The data clearly shows **progress in all areas across the whole school in the children's mental health and well-being.** It also identifies areas for development for this coming year. This will be managed and monitored this by the School's Mental Health and Nurture Lead.
- This pleasing progress, (post pandemic) has been achieved through TiS approaches across the school, quality first teaching of the schools PSHE/RSHE Jigsaw scheme, delivery of Motional activities following whole class screenings, and the pastoral interventions listed below.

Whole School Motional Data - Autumn 2021 Summer 2022.

(Includes data for children who have attended pastoral/nurture interventions such as; Rainbows, Mini Rainbows, Wild Tribe or 1-1 Nurture/TiS.

CARE Systems: (CARE, SEEKING, PLAY)

* **8/14 (57%)** classes made progress in one or more system.

* **6/14 (43%)** classes made progress in 2 or more systems.

Blocks to Learning systems: (RAGE, FEAR, PANIC/GRIEF)

* **8/14 (57%)** classes made progress in one or more systems.

* **4/14 (29%)** classes made progress in 2 or more systems.

Executive Functions: (Handling Stress, Thinking and Concentrating, Confidence and Self-esteem, Interpersonal Skills, Emotional Literacy)

* **10/14 (71%)** classes made progress in one or more function.

* **8/14 (57%)** classes made progress in 3 or more functions.

* **5/14 (36%)** classes made progress in 4 or more functions.

***6/14 (43%)** classes made progress in subdomains across all 3 main domains.

Areas for development.

CARE systems across the school. (14/14)

FEAR system across the school. (5/14)

Bereavement Champion.

- 14 families and individuals have received support from the school's Bereavement Champion this year.
- 6 children have received 1-1 weekly intervention, working from the Penhaligon's Friend's Grief Support programme.
- The feedback from these families has been extremely positive
- The individuals who have worked closely with The School's Bereavement Champion have made pleasing progress with the acceptance of their losses and demonstrated through the 'Moving On' activities that they are in no way 'stuck' in their grief.
- This year, the School's Bereavement Champion will continue to offer this support to any family or child that needs it, taking on new cases throughout the year as well as monitoring cases from the previous year.

NHS Mental Health Practitioner. (NHS MHP)

- This intervention is not funded directly from Pupil/SPP Premium, but it is managed and facilitated by the School's PP/SPP Lead, who co-ordinates with the School's NHS Practitioner and makes referrals to her.
- Last year, 12 children in total benefited from working with the school's MHP.
- 6 of these children worked with the School's MHP as part of a raising self-esteem group. All six children self-rated their self-esteem in session 2 and again in session 8 of the intervention.
- 4/6 children reported a large increase in the confidence and self-esteem and 2/6 children rated themselves as having considerably higher self-esteem because of this support.
- The remaining 6 children worked with the MHP individually. For two of these children, this support continues. 4 individuals have been signed off the Mental Health Practitioner's case load and no longer present as a concern to her or the school.

A closing of the attendance gap between disadvantaged children and non-disadvantaged children. July 2021: FSM- 93.62%, non-FSM 94.37%. Showing as marginal difference of 0.75% due to Pandemic.

- At the end of the school year 2021/22 the attendance figures were as follows;

Whole school	92.62%
Free School meals	91.99%
Non-Free school meals	92.84%

Increased involvement of parents of disadvantaged children in family services and learning sessions.

Greater presence of parent of disadvantaged children at Parent Café.

Unfortunately, both above outcomes were seriously impacted by Covid, especially at the beginning of the year. The start of parent café was sadly delayed, and Covid restrictions resulted in no 'in house' parenting workshops or services 'drop ins' from happening.

Referrals and signposting to Family services/Early Help Hub were still submitted. These services adapted their support offerings so that families could engage with them more online or over the telephone e.g., Online Parenting courses, Parenting worker advice line.

The trial move of parent cafe to the library was successful as this resulted in new families joining from the reception classes along with their younger siblings. Numbers were good and on an average day we supported approximately 10 parent/carers, along with their young children.

This year, the school's Inclusion Team, will work closely with the school's Parent Support Advisor to relaunch and relocate this provision.

Externally provided programmes

Programme	Provider
Little Wandle	Wandle Learning Trust
Accelerated Reader	Renaissance Learning
National Tutoring Programme	Randstad Global
TT Rockstars	Matghs Circle Ltd

Service pupil premium funding (optional)

Measure	Details
Monitoring of SPP children’s progress.	<p>The progress of service children is monitored closely and compared to the wider school population to ensure that they learn, develop, and achieve their own expected level of progress.</p> <p>SPP Lead attends all termly Pupil progress meetings.</p> <p>Challenge number addressed: 1</p>
Continued support from PSA – (Parent Support Advisor)	<p>A full time Parent Support Advisor enables provision pastoral support to individual children as well as guidance and support for families.</p> <p>Parental involvement is consistently associated with pupils’ success at school. In previous years increasing numbers of referrals have been made to family support / forces family support.</p> <p>The school has previously signposted families to support groups/ parenting groups.</p> <p>(See Part A ‘Continued support from PSA – Parent Support Advisor’)</p> <p>Challenge numbers addressed: 2,3,5,6</p>
Employment of internal Learning Mentor and Nurture Leader.	<p>The appointment of an 0.8 internal Learning Mentor and Nurture Lead provides pastoral support to individuals to build social skills, self-esteem and develop positive attitudes to learning, thus raising academic achievement.</p> <p>The Learning Mentor and Nurture Lead manages and monitors all the nurture/pastoral provision listed above.</p> <p>(See part A for evidence that supports this approach above - all nurture activities)</p> <p>Challenge numbers addressed: 2,4,6</p>
Employment of a Pupil Premium and Services Premium Leader	<p>(See part A for PP/SPP Leader’s responsibilities)</p> <p>Challenge numbers addressed: 1,2,4,5,6</p>

<p>Continued support of Inclusion Lead.</p>	<p>(See part A for Inclusion Leader's responsibilities) Challenge numbers addressed: 1, 2, 3, 4, 5, 6</p>
<p>Rainbows Nurture Mini Rainbows Nurture 1-1 Nurture or TiS Wild Tribe Nurture</p>	<p>(See part A for evidence that supports this approach) Challenge numbers addressed: 1, 2, 3, 4</p>
<p>Provide MKC Club (Military Kids Connect Club)</p>	<p>Historically many children at St Michael's have benefitted from our MKC club. This club has provided many forces children with a support network, especially when parents have been deployed. It has focused on the wellbeing of St Michael's service children to ensure they feel happy and settled in school, the best conditions for learning. In the past, the children have mentored each other at MKC and enjoyed activities such as group/team building games, football, working in the woods and outdoor apparatus work. They have represented themselves and their families at special events such as The Freedom of the Town and Remembrance Services.</p> <p>Challenge number addressed: 2</p>
<p>Support for children with communication needs through Autism Champion role</p>	<p>(See part A for evidence that supports this approach) Challenge number addressed: 1,2</p>

