

Pupil premium strategy statement – St Michaels C of E Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	47
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	12/2025-12/2028
Date this statement was published	21/12/2025
Date on which it will be reviewed	1/07/2026
Statement authorised by	Chris Errington
Pupil premium lead	Peter Nash
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 271415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£271415

Part A: Pupil premium strategy plan

Statement of intent

St Michael's CE Primary Academy's ethos is based around Isaiah 46:4, 'Even to your old age, I will be the same...I have made you, and I will carry you; I will sustain you and deliver you.' At St Michaels', we interpret this through Mary Stevenson's poem 'Footprints in the sand'; most prominently '...You promised me Lord, that if I followed you, you would walk with me always. But I have noticed that during the most trying periods of my life, there has only been one set of footprints in the sand. Why when I needed you most, have you not been there for me?' The Lord replied, 'The years when you have seen only one set of footprints, my child, is when I carried you....' St Michaels is the support that our children and families, especially our disadvantaged, need to ensure that they can '...pursue life in all its fullness...'

Bedworth is an area with a high level of deprivation and unemployment. We recognise the important role that school plays as a sustained and consistent focus for our disadvantaged children for them to gain self-worth, improve confidence and understand that education allows them to have more choice over their world. St Michaels Currently has 43% of its pupils eligible for free school meals, significantly higher than the national average of 26%. Of the children who are classed as disadvantaged, 33% are also on the SEND register with 5 children having EHCPs.

St Michaels' recognises that to ensure that all pupils can flourish, especially disadvantaged pupils, they need support beyond the confines of a classroom. The whole child is important and ensuring that they understand how to communicate, how to empathise, how to relate, how to self-regulate and how to be a positive part of their community, supported by school and the Church is at the heart of St Michaels.

Currently there are 110 children on the SEND register with 22 ECHPs in place.

Primary Diagnosis

- 47 children are ASD (43%)
- 14 children are SEMH (13%)
- 27 children are SLCN (25%)

Of the 110 children on the SEND register, 51 (46%) are Pupil Premium students.

St Michael's values parents and carers as key stakeholders in the lives of the students and designs opportunities for them to engage with learning. At points during the year, workshops are held to share information and knowledge with how to support learning as well as having 'participation' events; such as 'Easter Bunny Bingo' in which the community sees the value of the school and allows the school to share some key

curriculum knowledge in a non-threatening and informative way. We participate in the community, singing at Coventry Cathedral and at the local 'Warm hub'. Sport is highly valued with many teams representing the school. These are selected at times by ability but also give children who do not compete outside of school the chance to shine. Squads are carefully thought about to ensure that children get this valuable experience.

St Michael's recognises the key idea that we are a community and that the school belongs to the children, and we want to ensure that each child feels that they are a valued member of this. As such, we have a carefully designed School uniform and matching PE kit. We prudently plan visits and experiences for all children and want to ensure that their culture capital is expanding their understanding of the world around them. We ensure that the financial commitment of these items is never too much for our families and will not allow this to hinder the progress of pupils.

Mental Health and Wellbeing of the pupils, staff and families of St Michaels is key to allowing all stakeholders to flourish. The world that our stakeholders experience is a challenging and stress filled place and St Michaels is a key resource for all of these in ensuring that children have the necessary skills and tools to help them to self-regulate. It also ensures that when there are times when a stakeholder needs support, that it is there: whether it be counselling, signposting to services or using the VIVUP programme.

The school is taking part in the, 'Brilliant Project' letting disadvantaged children able to experience a university style project complete with a graduation ceremony at an Oxford University College.

Challenges

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

Challenge number	Detail of challenge
1	Internal evidence indicates that the attainment of disadvantaged pupils in reading / phonics is lower than non-disadvantaged Summer end 2025: 55% of non-disadvantaged pupils vs 46% of disadvantaged pupils at ARE+ in reading
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted to a greater extent than for non-disadvantaged pupils. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and families, with a high proportion of disadvantaged children attending social and emotional wellbeing groups and counselling.

3	Our observations and internal evidence from our Inclusion Team indicate that disadvantaged families are more likely to experience financial difficulties and that this often results in disadvantaged pupils having less opportunity to access enrichment activities.
4	Disadvantaged children's attendance is below that of non-disadvantaged children.

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
<i>Closing the gap between disadvantaged and non-disadvantaged children in reading are closing and oracy skills are improving with a greater level of vocabulary.</i>	Assessments and observations indicate significantly improved reading comprehension, fluency and oral language levels amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • Children demonstrate good levels of resilience when challenged in their learning • School uniform, including PE kit... ensures all children feel part of the school • Certain school trips and residentials are reduced up to 50% for PP children
To improve disadvantaged children's attendance	The gap between attendance of non-disadvantaged and disadvantaged children closes

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 141415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency sessions to be introduced and the whole class Reading lessons to be altered. English lead to attend fluency training and to train the staff in the delivery of fluency.	EEF states in 'Reading Comprehension Strategies', ' <i>Reading comprehension strategies are high impact on average (+7 months).</i> ' By analysing the previous 3 years of KS2 SAT Reading Papers, it was noted that St Michael's children were missing out on marks due to a lack of comprehension. The English leader, then found that a lack of fluency was affecting their ability to fully access the text, especially with the disadvantaged pupils.	1
Leadership time for phonics and English lead to monitor class teaching, reading and interventions	EEF recommends a 4 stage approach to implementing change in schools: Explore, Prepare, Deliver, Sustain. Reflect, monitor and adapt must be done in order to improve implementation A School's Guide to Implementation EEF	1
Employment of TAs in school to support learning and to run intervention groups	Reading and phonics interventions and key to improving reading skills and comprehension.	1
Attendance leader to be released to monitor and implement attendance procedures	EEF recommends a 4 stage approach to implementing change in schools: Explore, Prepare, Deliver, Sustain. Reflect, monitor and adapt must be done in order to improve implementation A School's Guide to Implementation EEF	4

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension and phonic catch-up sessions to be created for disadvantaged pupils.	Reading comprehension strategies are high impact (+7 months) alongside a phonics programme. Through evaluation of internal data, it is clear that comprehension skills in children can be improved	1
SEMH groups to be put on and run	Building, strong trusting relationships with a/several key member/s of staff are evidenced in several areas. Children being taught the skills needed to self-regulate and how to ensure that they recognise their own early warning signs and have prepared strategies to manage them Understanding SEMH in Children: A Comprehensive Guide	2
Purchase of license for My Happy Mind	SEMH NHS course. myHappyMind - Empowering Children's Mental Health & Wellbeing	2

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

Budgeted cost: £ 100000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing 2 pieces of school uniform free of charge for disadvantaged children each year.</i>	EEF 'School uniform' states that 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.' And that 'If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform'. At Michaels fosters an ethos that we look out for, and after, each other-as such, we want to ensure that finances do not allow the child to feel separated from their	2

	peers, but to feel proud to be part of their school.	
<i>Providing financial support for specific educational visits</i>	Ensuring that all children have the option of attending and learning from the visits offered is vital to their curriculum entitlement as well as ensuring that they do not feel excluded from the non-disadvantaged pupils .	2, 3
<i>Supporting attendance team with prizes and activities for attendance</i>	Having a range of variety in our approach to improving attendance, as well as providing release time for the attendance leader for meetings as well as completion of paper-work. A School's Guide to Implementation EEF OneCornwall - Transforming Attendance in Cornwall	4

Total budgeted cost: £ 271145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Pupils meeting the expected standard at the end of KS2 in reading, writing and maths: 58% (Local was 61% and National 62%). Pupils achieving at a higher standard in reading, writing and maths: 4%.*

Average score in reading 102

Average score in maths 104

Results from 30 Disadvantaged pupils:

53% met the expected standard in reading, writing and maths compared to 68% national for non-disadvantaged

3% achieved a higher standard in reading, writing and maths, compared to 9% national for non-disadvantaged

Average score in reading 101, compared to 107 national for non-disadvantaged

Average score in maths 102 compared to 106 national for non-disadvantaged

Year group had an attendance average of 90.3%, below the school average.

Disadvantaged children in Year 6 23/24 attendance percentage 87.5%,

In 23/24, 112 children were on the SEN register with 17 from Year 6 (15%). With the main SEN grouped as:

2 SEMH, 9 ASD, 3 MLD, 1 PD AND 2 SLCN.

- We did not meet our target of closing the gap between the disadvantaged and non-disadvantaged children. The wellbeing and mental health of our children and families continues to be a priority and we are a primary source of support and help for these in need. Attendance is improving and needs to continue to fall in line with national, that we are now tracking very closely to.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.