

Pupil premium strategy statement St. Michael's CE Primary School

This statement details our school's use of pupil premium for the 2025 to 2026 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 CE Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	9.5% 3.4% are post LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/6 to 2028/9
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs L Perry HT
Pupil premium lead	Mrs C Prole DHT
Governor / Trustee lead	Mr Glenn Prime

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48 625
Recovery premium funding allocation this academic year	£-
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	£48 625

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

Pupil Premium Funding

For the academic year 2025/6 we have received **£48 625** in Pupil Premium funding. The budget is based on the January census from 2025.

Nature of Support

At St. Michael’s Primary School, we continued to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, including:

- high quality, inclusive teaching.
- pupils taught in groups with other pupils who are working at a similar level.
- focused support from skilled teaching assistants, both in class and in small groups.
- individual tuition, by the class teacher or another experienced teacher.
- Specific intervention strategy support from teaching assistants (for example: Literacy Support Programme, Reading programmes or one to one focused tuition).
- Personalised support (including pastoral support) for individual pupils, to meet their needs.
- supporting parents to fund clubs and trips.

All interventions are highly targeted over a period of time, according to need.

Monitoring the impact of Pupil Premium Grant

Mrs Perry (Head Teacher) and Mrs Prole (Deputy Head teacher) have overall responsibility for the attainment and progress of Pupil Premium children although ensuring the progress of eligible pupils and evidencing this is a whole-school priority.

Children’s progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Targets for pupils are set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. The DFE also analyse our school data and compare our results to national data.

Through our Governing Body meetings, we report clearly on data for Pupil Premium and a transparent expenditure line is maintained in our financial monitoring so governors can link value for money with impact.

Challenges

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

Challenge number	Detail of challenge
1	3.4% of our children are post-LAC; 36% of our PP children are post-LAC. For some of our children, early childhood trauma has a greater impact on preparing for learning.
2	Cohort specific with some classes- deployment of appropriate support to bridge the gap in needs.
3	Struggles with emotional resilience – greater training needs for staff
4	Academic achievements of pp children- tracking shows PP children are sometimes working slightly below non-disadvantaged children- class dependent
5	Some of PP children are presenting with a range of needs including sensory, behavioural and emotional in addition to academic. 14% of our PP children are monitored for special needs concerns
6	Providing wider opportunities; financial support for clubs and trips can sometimes be a challenge for our families. Support given to access wrap around care
7	Speech and Language difficulties – identified by Wellcomm pack in EYFS

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
to provide personalised, targeted intervention for PP pupils, enhancing Quality First Teaching (QFT), to enable every PP child to make at least expected progress and be on-track for achieving age-related expectations by the end of Y6.	<ul style="list-style-type: none"> • Pupils are making at least expected progress if working at ARE or above • Pupils are making accelerated progress in targeted areas if working below ARE • Pupil Premium provision is well lead, resourced effectively and best meeting the needs of learners
to provide personalised, targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school.	<ul style="list-style-type: none"> • Provision is effectively meeting individual pastoral needs. • Pupil Premium provision is well lead, resourced effectively and best meeting the needs of learners

to ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (i.e. school trips and extra-curricular activities)	<ul style="list-style-type: none"> • Provision is effectively meeting individual needs. • PP children have taken advantage of opportunities outside of the classroom
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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: **£21,601**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs administer Salford reading and comprehension test to identify early reading needs £122	Early identification of reading difficulties and able to make timely support	4
TA salaries across the school to work with PP on interventions, guided reading support and to free teachers to deliver first-quality teaching and support for vulnerable children £21,479	PP children are supported with greater teacher to pupil ratio- enhancing Quality First Teaching (QFT)	2,4, 1, 3

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

Budgeted cost: **£13,438**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching – all staff training and delivery by TAs monitored by class teachers £2500	Providing targeted, timely interventions for a personalised approach	4, 5

SALT through Speech Wise –half a day a week package £8,139	Providing targeted, timely interventions for a personalised approach and are better equipped to access learning	7, 4, 3, 5
Dyslexia screening £99	Ensuring our vulnerable children have access to early screening	2,4,5
Software support for writing- Clicker £2700	Reduce barriers to writing for pupils who may struggle with transcription, language processing, or confidence, thereby improving their writing outcomes and engagement with the curriculum.	1,2,4

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

Budgeted cost: **£13,586**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons from Wider opportunities- £722.40	Ensuring all PP children have the opportunity to access learning opportunities beyond the classroom.	6
Piano/violin lessons – individual tuition £510	Ensuring all PP children have the opportunity to access learning opportunities beyond the classroom	6
Rock steady music £505.60	Ensuring all PP children have the opportunity to access learning opportunities beyond the classroom	6
School trip and sports clubs- £700	Children are able to take part in paid activities beyond the classroom	6
Residential trips-£1670	Ensuring PP children are able to take part on residential trips	6, 3
Theatre visits and shows- £1000	Providing an enriched curriculum to an event which may be costly for some PP families	6, 3
SEMH support sessions by trained TA	When dysregulated, some children are not able to access activities in the main class. These sessions will provide strategies for those children to cope better.	5
Surplus available to meet any identified need in-year for specific children - £6000	Provide flexible, timely support for disadvantaged pupils with emerging needs during the year. This contingency fund allows the school to allocate evidence-informed interventions and resources responsively, promoting pupils' academic progress and wellbeing. This practice aligns with the March 2025 statutory guidance on pupil premium, which highlights the importance of targeted,	5,3,6

	needs-based use of funding to improve educational outcomes.	
Forest school sessions £1728	Providing enriching, hands-on learning experiences that support their social, emotional, and academic development. It addresses barriers to learning such as low engagement and wellbeing, contributing to improved attendance and motivation.	5,3
Curiosity project £750	Enhance pupil engagement and intrinsic motivation, support deeper cognitive processing and knowledge retention, and promote personal development qualities such as resilience, empathy, and collaboration, all of which are vital for improving attainment, especially for disadvantaged pupils.	

Total budgeted cost: £48 625

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 2024-25 academic year.

Teaching and Academic support:

In the last academic year, pupil premium children at St Michael's CE Primary made good progress overall, with many closing the attainment gap in key areas such as reading and maths. Attendance rates for pupil premium pupils improved and were broadly in line with the whole school average, supporting consistent engagement with learning. Targeted interventions, including one-to-one tuition and wellbeing support, were effectively deployed and monitored, contributing to positive academic and personal development outcomes. While progress is encouraging, ongoing focus will be placed on further narrowing gaps through high-quality teaching and tailored support, in line with our school improvement priorities and the statutory guidance on pupil premium use.

PP children Attainment

Phonics Y1 75%

EYFS GLD Maths-0%; Writing- 0%; Reading- 100%

KS1 Maths 100%, Reading 100%, Writing 67% GPS 67%

KS2 Maths 60%, Reading 80%, Writing 40%, GPS 60%

- SALT- progress is regularly fed back from the external provider and there was continued training of St. Michael's staff to deliver speech and language therapy in-house. From September 2025 we are using Speechwise.
- During termly progress review meetings, the Head teacher and Deputy discuss the progress of pupil premium children, celebrate their successes, identify support needs, and evaluate the effectiveness of any precision teaching interventions implemented.

Wider strategies:

- Provision is effectively meeting individual pastoral needs: adjustments are made to support emotional needs.
- The average attendance for those children receiving pupil premium is 96%. A couple of children who had low attendance were supported with EBSNA trained TA to gain a better understanding of causes of absence or lateness.
- Strong links have been established with the Trafford Team Together (TTT) to support affected children. Ongoing support and advice are actively sought, and families have benefited from these collaborative relationships with external agencies.
- A TA has been assigned a specific role to support the social, emotional, and mental health needs of pupil premium children and regularly meets with those requiring additional emotional support.
- PP children have been supported with the cost of trips.
- Provision is providing wider opportunities such as theatre shows and construction activities.
- Some of our PP children have taken up extra music sessions through Wider Opportunities including piano and violin lessons and Rocksteady sessions.
- Extra support provided for transition to secondary school with additional visits, sometimes with our TA.

- Science trips and fayres have been attended by some of our PP children.

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
Reading intervention	Lexplore
Maths intervention	Dynamo
Speech and language therapy	Speech wise
Curiosity Project SEMH	Katie Bentham Curiosity Project £750
Dyslexia support	Lexplore Intense