



Pupil Premium Strategy Statement

**September 2023-
July 2026**
(Updated December 2024)

Pupil premium strategy statement – Rossington St Michael’s C of E Primary School

This statement details our school’s use of pupil premium (and recovery 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	356
Proportion (%) of pupil premium eligible pupils	21.3%
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)	2023-2026 <i>Strategy aims and activities outlines below are for 2024-25 but reviewed annually in line with three-year overview intended outcomes.</i>
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jenny Birks
Pupil premium lead	Olivia Winterbottom
Governor / Trustee lead	Sharon Patton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,880
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£117,880

Part A: Pupil premium strategy plan

Statement of intent

Rossington St Michael's is a lively and welcoming school with a hardworking, enthusiastic and committed staff team. We have a school ethos of no excuses, the highest expectations, excellence, and children and staff at the heart of all we do.

We are a large primary school in Rossington, Doncaster, in an area of significant deprivation and children can start school with us from 3 years of age in our Nursery. For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading.

We strongly believe our curriculum is our children's opportunity for success and life chances and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils. We have the highest of aspirations and expectations for our disadvantaged children and will not accept anything less than our best in supporting them. As a team, we speak with one voice about our relentless ambition towards supporting these children. We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents.

We utilise our Pupil Premium funding to strategically address gaps in attainment and opportunity, provide targeted support, high-quality teaching and enriching experiences that inspire and motivate. We are steadfast in our belief that all children, regardless of their socio-economic background, can thrive when provided with the right support and opportunities.

Our aim is for all pupils to achieve their full potential regardless of educational barriers. We believe that in order for all pupils to achieve their potential, and for the school to offer a high quality and inclusive education, the following values are important:

- All pupils feel welcome
- All pupils feel accepted
- All pupils feel loved
- All pupils achieve

- All pupils access quality first teaching
- All staff know and understand the individual needs of the pupils

Reading is prioritised in our school. We believe that all pupils should crack the phonics code and learn to read as quickly as possible. From our Foundation Stage, all pupils have access to quality phonically decodable texts and an environment which is rich in vocabulary. Oracy skills are fundamental in the progress of pupils and, at St Michael's, we ensure that pupils are given the opportunities to practise speaking and listening. Through the use of drama and performances, pupils develop their confidence and ability to speak aloud.

Using formative assessments, the barriers and areas to develop, for all pupil premium pupils, are swiftly identified and targeted. Through the use of the individual plans (OLPS), all pupil premium pupils' needs are prominent in their learning journey. Parents are fully informed of the individual needs of their pupil and how the support is identified. Pupils are tracked closely and progress monitored to ensure that all support is in place at the right time for the individual.

We believe that in order for our children to meet their potential the following must be true:

- ✓ All children access highly effective quality first teaching, with all approaches taken reviewed regularly and developed based on research.
- ✓ All children are supported to fully access a high-quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- ✓ Children are fully supported to make excellent progress in reading and no children suffers 'reading failure': reading fluency is central to the work of the school and early reading for children in EYFS and KS1 and for those who have not met the standard in KS2 is prioritised.
- ✓ The culture of the school fully supports all children to learn effectively through high expectations of behaviour and attitudes to learning.
- ✓ All children have a high attendance rate and are consistently punctual
- ✓ The needs of each individual are fully understood by leaders and teachers.

- ✓ Children are precisely targeted for high quality intervention.

We know that we will be successful when:

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up, no one is left behind.
- Assessments are accurate and used effectively to impact on the development of the pupils.
- Assessments show that Pupil Premium pupils retain more information – know and remember more.

At Rossington St Michael’s, we place children at the heart of all decisions and remain committed to ensuring that every pupil, especially the most disadvantaged, leaves our school with the knowledge, skills, and confidence to succeed in the next stage of their education and beyond. We are relentless in our efforts to ensure no child is left behind, fostering a culture of aspiration and achievement across our school community.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	<p>Pupil Premium attendance is low compared to peers. Current attendance from September to December 2024 is 92.5% for Pupil Premium children, compared with 94.7% for non-disadvantaged pupils. Pupil Premium attendance has improved, however, compared with the same time period in 2023 which was 88.5%.</p> <p>30.2% of our disadvantaged pupils are persistently absent, compared with non-disadvantaged at 12.8%. Again, this has decreased over the last year from 38.8%.</p> <p>Pupil premium pupils need to attend school to access high quality provision on offer.</p>

2 SEND need including language barriers.	A high number of our pupil premium pupils, in each cohort, have additional SEND or Speech and Language needs and therefore need a greater degree of individual interventions. Following results from baseline and teacher assessments, it has been recognised that more pupils started our Foundation Stage at a lower baseline than usual. As a result, a higher proportion of pupils entering Foundation Stage, have more complex speech and language needs and under-developed language acquisition. This is particularly applicable to SEN and PP pupils.
3 Phonics and Early Reading	Virtual lessons in lockdown continued but were particularly challenging for younger pupils who were unable to maintain focus for longer sessions. Early reading and phonic skills were impacted more than other curriculum areas. Pupil premium and vulnerable pupils suffered more due to this, especially where parental involvement was an added consideration.
4 Mental Health needs	The majority of our disadvantaged pupils also have additional needs or safeguarding concerns. Disadvantaged pupils also struggled more with the COVID school closures. As a result of this, Pupil Premium pupils required additional support to help with their mental health and how to deal with additional trauma. Those Pupil Premium pupils with SEND require additional support to deal with the trauma of the lockdown impacting on their additional ACEs.

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 of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.	<ul style="list-style-type: none"> ✓ The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally. ✓ Pupil premium pupils are supported in a very timely way when a problem is identified through monitoring. ✓ Attendance in each year will continue the strong attendance shown prior to lockdown and PP children's attendance will be in line with all pupils nationally.

<p>Pupil Premium pupils make good progress in all cohorts.</p>	<ul style="list-style-type: none"> ✓ The percentage of pupil premium pupils achieving expected or greater depth in Reading, Writing and Maths improves. ✓ Pupil Premium pupils make good progress ✓ A greater percentage of pupil premium pupils achieve ARE by the end of KS2 ✓ Pupil Premium pupils achieve at least in line with Pupil Premium pupils nationally ✓ Pupil Premium pupils in Year 1 achieve well in their phonics screening - OLP targets are SMART, reviewed termly and reported to parents.
<p>Pupil Premium pupils access good quality first teaching at all times and in all subjects</p>	<ul style="list-style-type: none"> ✓ Teaching remains at least good in all year groups. Teaching is based on current research and follows the DSAT Teach Simply model for teaching. ✓ Any Pupil Premium pupil falling behind is quickly identified and receives appropriate interventions to help them catch up. ✓ All Pupil Premium Pupils meet their individual targets set.
<p>Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time.</p>	<ul style="list-style-type: none"> ✓ Pupils with speech and language/ language acquisition needs are quickly identified and a programme of support is put in place. ✓ Staff are trained to develop pupils' language acquisition. ✓ Curriculum documentation identifies for curriculum language to be explicitly taught.
<p>An increased number of Pupil Premium pupils achieve well in literacy</p>	<ul style="list-style-type: none"> ✓ Staff are highly skilled to teach and develop the RWI (Read Write Inc) programme ✓ Any pupils falling behind are given support to catch up ✓ The percentage of Pupil Premium pupils passing phonics increases ✓ Pupils in KS2 apply their SPAG knowledge to writing at length (book scrutiny evidence)

<p>Pupil Premium pupils are able to regulate their emotions with the support of highly trained adults</p>	<ul style="list-style-type: none"> ✓ De-escalation and emotional resilience training for ALL staff ✓ Highly trained and skilled learning mentor to support pupils to regulate their emotions. ✓ Trauma and relational practise training for all staff on how to recognise pupils' ACES and ensure that they are fully supported. ✓ Pupils have the vocabulary to describe their emotions
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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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure access for all Pupil Premium children to a high quality curriculum which is developed with in line with pupil needs and the school context:</p> <p>Ensure progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered</p> <p>All teaching staff plan and deliver lessons in a sequential way ensuring learning is built on coherently.</p> <p>The expectation of pupils outcomes is accurately pitched for them to make progress from their starting points.</p> <p>Progression in learning will be evident.</p> <p>Children will be able to talk about what they have learnt.</p>	<p>'Why Don't Students Like School'- Dan Willingham</p> <p>Rosenshine principles and the 'Tom Sherington Walk Thrus'</p> <p>Internal data and monitoring outcomes</p>	<p>1-4</p>

<p>Children will be able to apply what they have learnt to a different context.</p> <p>All teaching staff will understand how to assess pupils across each aspect of the curriculum.</p>		
<p>To develop excellence within teaching and increase engagement, with a focus on strategies to ensure learning is placed in long term memory: children to know more and remember more</p> <p>Focus leadership on further developing the culture of high expectations of ALL pupils: a belief that ALL can make excellent progress from their starting points and that the quality of all outcomes matters.</p> <p>Increase teacher knowledge linked to 'Teach Simply' teaching model, with a whole school focus on schema building and vocabulary.</p> <p>Develop an agreed/consistent approach to the use of generative approaches and retrieval strategies across school, alongside the use of Jotters. Retrieval strategies and skills are taught and frequently revisited.</p> <p>Within all CPD staff to consider the implications for children not yet at the expected standard.</p> <p>Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise</p>	<p>Internal data and monitoring outcomes</p> <p>Why Don't Students Like School'- Dan Willingham</p> <p>Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser)</p>	<p>2,3</p>
<p>To ensure that all children make at least good progress in writing across school, with those falling behind making measurable accelerated progress.</p> <p>Additional staff training and development days through RWI to further develop staff confidence and expertise in phonics.</p> <p>To improve the SPAG programme to improve the SPAG retention and application in KS1 and KS2.</p> <p>Implementation of the school's new Writing approach supporting lesson delivery and the sequencing of learning as it builds through a unit: CPD, mentoring,</p>	<p>EEF research : good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium Funding to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium</p>	<p>3-4</p>

<p>monitoring outcomes.</p> <p>Ongoing evaluation of how we develop vocabulary to ensure consistency and evaluate of impact - develop links to use of vocabulary within writing (in English and across the curriculum)</p> <p>Increase intentionality within the teaching of vocabulary within reading and writing sessions and also the wider curriculum through our Knowledge Organisers.</p>	<p>funding.</p> <p>'Pathways to Write'</p> <p>Bringing Words to Life and Alex Quigley Vocabulary Gap.</p>	
<p>To develop an even greater level of intentionality in developing excellence within provision for children with additional needs, raising aspirations and expectations even further.</p> <p>Ensure assessment and tracking systems are fit for purpose so PP, including those children with more complex needs/multiple barriers to learning have their needs identified quickly.</p> <p>Through CPD, mentoring and data meetings, staff are supported to use a range of strategies to meet needs and where necessary provide additional high quality provision within quality first and through targeted intervention</p> <p>Evaluate the impact of Teaching Assistants to ensure all TA deployment and TA skills are as effective as the best practice. Develop a CPD programme aimed at all TAs, initially focused on supporting reading and phonics.</p>	<p>As above +</p> <p>EEF Toolkit: Teaching Assistants and MITA research</p> <p>EEF Toolkit: Teaching Assistants and MITA research</p>	<p>2 and 3</p>

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and reading (early) intervention support</p> <ul style="list-style-type: none"> - Develop excellence within the teaching of Phonics for PP children entering the school not yet at the standard of the Phonics Screen - Ensure all children still working below the standard in reading and phonics expected at the end of KS 1 access fully decodable books. - Increase opportunities for dictation within intervention and small group support. - Refine the system for catch up phonics and early reading intervention introduced into the afternoons to ensure no child falls further behind- reteach opportunities. - Train staff on leading bespoke, 1:1 interventions that aim to catch children up quickly - Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress. - Establishing a reading for pleasure approach to target and inspire PP children. 	<p>EEF Toolkit: Oral Language Intervention and small group intervention, Phonics, DFE Reading Framework Document and research into validated Phonics Programmes</p> <p>Research demonstrates that Reading efficacy supports full access to the wider curriculum.</p>	<p>3</p>
<p>Other targeted interventions:</p> <ul style="list-style-type: none"> - Development of strategies for pre-teach and re-teach in core subjects, including RWI spelling, to ensure if a child falls behind they quickly catch up: PP children are targeted within Data Meetings for the sessions, using Shine intervention software to gap fill through these sessions, supporting children to access quality first. - Rapid intervention sessions will also provide opportunities to teach and reinforce retrieval practice skills. These are supported by Shine Resources 	<p>EEF toolkit: Small Group Intervention</p> <p>EEF: Digital Technology</p> <p>Some children struggle to apply their phonics and spelling knowledge to reading and writing - the development of our reading curriculum and increased dictation opportunities will support this.</p>	<p>1,2,3</p>

All staff have a clear knowledge of who their PP children are and the Targeted Support Register precisely identifies PP with more complex needs.		
<p>Supporting progress in Year 6 for PP and underperforming pupils:</p> <ul style="list-style-type: none"> - Booster interventions for Year 6 children: morning and after school support is provided in a targeted way by teachers and senior leaders. <p>Resources to support the children prepare for the Key Stage 2 assessments will be provided.</p>	<p>EEF Toolkit: Reducing Class Size</p> <p>EEF Toolkit: Extending School Time</p> <p>EEF Toolkit: Digital Technology and Homework</p> <p>EEF Toolkit: One to one Tuition</p>	2,3

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

Budgeted cost: £42,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal Development and Self-regulation</p> <ul style="list-style-type: none"> - Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics. - Continue to embed a behaviour policy based on trauma informed practice and relational practise - Targeted Transition programme for Year 6 PP and vulnerable children during the year. - Full time learning mentor and ELSA practitioner in place to support pupils with trauma and SEMH needs and additional TA support. - Introduce 'No Outsiders' as a whole school approach to ensure dedicated teaching of protected characteristics and equality to prepare children for life in modern Britain. 	<p>(EEF Toolkit: Social and Emotional Learning)</p> <p>Some children within school have SEMH needs at a range of levels, particularly following lockdown but also as a result of socio-economic deprivation. As a result some children struggle to regulate their emotions and lack the language to discuss their feelings.</p>	4

<ul style="list-style-type: none"> - Secure acceptance on to Wave 22 of With Me In Mind and engage with the programme and counselling services. 		
<p>Attendance:</p> <ul style="list-style-type: none"> - Review systems for securing good attendance: monitoring, tracking and rewards, with a particular focus on PAs. - Introduce a Senior Attendance Champion with deciated time to work alongside failies to improve attendance, - Introduce daily monitoring of PP children struggling with attendance, using individual family action plans when required. - Increase communication with parents, class teachers and individual children through Dojo, email and displays. Engage all teachers in supporting attendance. Introduce attendance newsletters. - Utilise the services of the EWO regularly 	<p>Internal data and monitoring outcomes Data analysis</p>	<p>1</p>
<p>Fund contributions to visits for FSM pupils including residential</p> <ul style="list-style-type: none"> - Every PP child receives £50 credit per year to spend on trips / extra curricular clubs - FSM children receive scholarships for music lessons 	<p>Positive impact for pupils who attend residential visits.</p>	
<p>Pupil Engagement Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning:</p> <ul style="list-style-type: none"> - Extra Curricular activities targeting developing communication and language needs through participating in a range of activities - Target PP children for involvement in the following groups: <i>Pupil Worship Council; Playground leaders/buddies; Responsible jobs in the classroom; House captains; A</i> 	<p>(EEF Toolkit: Arts and Sports Participation)</p>	<p>2,4</p>

<i>range of after school activities; Courageous Advocacy/Social Action group and Young Carer group</i>		
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Total budgeted cost: £117,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 63% of PP pupils achieved a good level of development by the end of EYFS
- 83% of PP pupils in Year 1 passed the phonics screen check
- The average score on the Y4 multiplication check for PP children was 22.
- 45% of PP pupils reached the expected standard combined at the end of key stage 1
- 72% of PP pupils reached the expected standard combined at the end of key stage 2
- Progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered.
- Through the use of catch up funding above expected progress was made across reading, writing, maths and SPAG in year 6.
- The attendance percentage for pupils in receipt of the pupil premium in 2023-24 was 87.5% which is 4.2% lower when compared to all pupils. The percentage of PP pupils who were persistently absent in 2023-24 was 51% which is 12.6% higher than the figure when compared to all pupils .
- The percentage of pupils in receipt of the pupil premium who are classed as persistently absent is 37.8% which is 23% higher than the figure for all pupils and 21% higher than the figure for children in receipt of the pupil premium nationally.
- St Michael's works in partnership with parents and outside agencies such as Early Help and the inclusion and attendance service so that the right support for attendance is accessed in a timely way.
- Consistent implementation of the PSHE and RSHE curriculum impacted on the reduction of behaviour incidents recorded and impacted on children's understanding.

Externally provided programmes

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

Programme	Provider
SHINE	Rising Stars
NTS	Rising Stars
Read, Write, Inc	Ruth Miskin RWI