

Pupil premium strategy statement – St Michael’s Easthampstead 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	14
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Shaun Riordan
Pupil premium lead	Shaun Riordan
Governor / Trustee lead	Gareth Morley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,840
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£23,840

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's Easthampstead CE Primary School we believe that every child should be given the opportunity to develop, grow and achieve irrespective of their background or the challenges they may face.

Our intention is to understand the challenges faced by our disadvantaged children and to provide the support needed to help overcome these barriers.

Our aim is that disadvantaged children will make good progress during their time at St Michael's Easthampstead CE Primary School, and will leave our school with increased levels of self-confidence and the tools to continue to achieve well academically.

The key principles of our strategy are:

- Disadvantaged first – all decisions and actions consider the impact on disadvantaged children first.
- Individualised approach – consider the needs of individuals, no 2 circumstances are the same, consider SEND/SEMH impact.
- High quality teaching has the biggest impact on children's learning and particularly the most disadvantaged and is the main focus of our school development plan and PPG strategy.
- Attendance at school is essential to improving outcomes for children.
- Children can only learn when they feel emotionally regulated.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments and observations show that disadvantaged children have greater difficulties with maths than their peers.
2	Writing in KS2 shows a gap between the attainment of disadvantaged pupils and their peers.

3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
4	School is aware of a lack of emotional regulation and poor mental health among pupils as a result of the Covid pandemic and rising anxieties from home. This impacts disadvantaged children more highly than their peers.
5	Attendance for disadvantaged children in KS1 is below 95%.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that % disadvantaged pupils meeting the expected standard will be in line with their peers. KS1 phonics outcomes will in 2025/2026 show that disadvantaged children achieve at the same level as their peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that % disadvantaged pupils meeting the expected standard will be in line with their peers.
Improve writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that % disadvantaged pupils making expected levels of progress will be in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: - Improved % of parents and children agreeing that they are safe and happy in school. - a significant reduction in bullying - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils,	Sustained high attendance by 2025/26 demonstrated by:

particularly our disadvantaged pupils.	the overall attendance rate for disadvantaged pupils will be in line with their peers.
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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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing % quality of Teaching and Learning through tailored CPD.	There is a strong evidence base that the biggest impact on outcomes for children lies with the quality of teaching in the classroom. EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4
Improving staff expertise in the teaching of writing and linking this closely to the development of reading through individualised CPD, purchase of resources.	There is evidence that the strategies used by our school will benefit the quality of writing. DFE-RR238.pdf	2
Participation in Mobius Maths Hub for Maths lead and CPD for staff. In 2024-25 this has included participation in Developing Fluency in EYFS, 1 and 2.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 4

Improve the quality of social and emotional (SEL) learning. Trauma informed approaches will be embedded into routine educational practices and supported by professional development and training for staff. Training in how to manage anxiety in pupils attended by all teaching staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,840

Activity	Evidence that supports this approach	Challenge number(s) addresse
Nurture groups to be offered to support emotional regulation and resilience. Training of and support of ELSA sessions in school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This is delivered daily.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4
Maths fluency interventions to support and challenge. Mobius Maths project developing fluency from Early Years to KS2.	Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	2, 4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number addresse
Engagement with the Anti Bullying Alliance strategy	Analysing dare of targeted interventions and universal approaches which can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Participation in attendance network meetings. SLT monitoring of attendance and individualised programmes of support offered where necessary.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Ensuring equity of access to extra-curricular activities including clubs and trips.	Not only physical activity but access to cultural capital through exposure to a wide range of experiences. Physical activity EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £23,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2024-25, the pupil premium fund has been effective in providing support to our disadvantaged children in a variety of ways.

Phonics continues to support the development of reading for all children. Our disadvantaged pupils achieve as well as their peers in phonics screening checks. In 2024-25 we have continued to focus on developing reading for pleasure in a variety of ways including author visits, focused and curated reading corners, and dedicated reading times throughout the day. We have also included the use of Barrington Stoke dyslexia friendly books in our KS2 classrooms, and across the school have begun a review of both authors and titles to ensure there is diversity amongst the offering which reflects our learners, community and the wider world. Ofsted reflected on the fact that reading was a strength of the school and at the core of the curriculum. Phonics and reading are further supplemented by the investment in FFT intervention time, tutoring, assessment and resources.

Analysis of internal and external data shows that our older PPG cohort attain less well than our younger (KS2 vs KS1). Further analysis has identified that the cross- over between SEN and PPG in UKS2 is significant.

Building emotional resilience is a key area we have identified and continues to be a priority post-pandemic. Our ELSA and Nurture team have worked with our disadvantaged children on helping to create an understanding of emotions, how to regulate them and to recognise and support them in others. Feedback from the families of our KS2 children has been very positive about the improvement in their enjoyment of school. The planning of the extension to this, our KS1 Nurture space, begun in 2024/25 and should continue to the positive impact for our younger children. The Senior Mental Health Lead continues to build and adapt the whole school, universal offering for the benefit of all children. Workshops for parents continue to be well attended and the focus on Anxiety as well as learning strategies for different year groups and subjects have complimented each other well and provided critical support for parents at home.

Additional focus on attendance amongst disadvantaged children has resulted in the gap closing. Attendance for our PPG children continues to be higher than the overall average and this is maintained through close monitoring and challenge.

Participation in after school clubs and school trips is high. All disadvantaged children have participated in class enrichment activities and 50% take advantage of our extra-curricular clubs funded by the school. This is a higher proportion than of the rest of the school and covers a range of activities including art and choir. Pupil conferencing of our older KS2 pupils identifies that the vast majority enjoy school, feel safe and have a trusted adult in school. Some identified common themes to improve the school including additional support at lunchtimes. A number of new initiatives have been put in place to ensure that there is a wide range of activities available to pupils and that each class has designated spaces and adults during lunchtimes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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)