

St Michael's - Pupil premium strategy 2026-2027

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 2026-2027

Detail	Data
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	52%
Date this statement was published	01/09/2026
Date on which it will be reviewed	01/09/2026
Statement authorised by	Paul Loughran
Pupil premium lead	Paul Loughran
Governor	Mike Volynchook

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£173,600
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£173,600

Pupil premium strategy plan

Statement of intent

At St Michael's, our Pupil Premium strategy is focused on improving outcomes for our most disadvantaged pupils through a three-tiered approach: quality first teaching for all; targeted interventions and wider strategies which consider the holistic development and their wider barriers to learning. We believe that a unified approach to child development is most efficient, and that parents/carers have a crucial role in the success and life-chances of pupils, therefore we value a close liaison with families, actively supporting families. Additionally, we know that excellent attendance is key for all our pupils, so work relentlessly to identify and overcome barriers to good attendance, leading to good and improving attendance for all pupils, especially those who are disadvantaged.

We intend all children, irrespective of their background or wider challenges, will make good and exceptional progress in their learning and development. Quality first teaching is the core of our practice at St. Michael's, with particular focus upon the attainment and progress of our most disadvantaged pupils. We rigorously monitor the progress of these pupils, to ensure our strategy meets their specific needs and working to the benefit of all our children, including and specifically targeted towards our children identified Pupil Premium. Our teachers are highly skilled at delivering high-quality teaching and learning opportunities daily, with the necessary scaffolds and adaptive strategies to ensure all children can achieve well from their individual starting points. Our disadvantaged pupils are prioritised in all aspects of school life, and their barriers to learning and individual needs are considered in all professional discussion and decision making.

St. Michael's pupil premium strategy is a shared approach that is known and understood by all teaching staff, meaning each member of our team knows and understands their roles and responsibilities when supporting our pupil premium children. All children deserve the best start at life, and at St Michael's we take seriously the impact we can make upon enhancing the life chances of each individual. We intend all our pupils to thrive by accessing our aspirational and challenging knowledge-rich curriculum, to ensure that they achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of internal, local and national attendance data identifies that attendance of those with PP is lower than that of their non-Pupil Premium peers in school, locally and nationally. For the academic year 2023-2024, children with PP were in attendance for 92.7%, and 93.4% for 2024-2025, 2025-2026 92.3% There remains a gap when compared to their peers without PP at 95.4% for 2023-2024 and 96.2% for 2024-2025 and 94.5% for 2025-2026. Whilst showing year on year growth, not attending fully is a barrier to those children accessing a full, aspirational and challenging knowledge-rich curriculum, and not only affects children's academic attainment and progress but also their wider holistic development.
2	A variety of evidence-gathering activity shows that the attainment of PP children is lower than that of their peers in the core subjects, indicated by the fact that they are working towards the expected standard, or working at the expected standard though not yet secure.
3	A proportion of our children eligible for pupil premium require ongoing trauma-informed pastoral care and approaches, to support the positive development of their mental health and wellbeing, including personal, social and emotional development.
4	We have identified that an increase in parental engagement would enhance and accelerate the outcomes of children eligible for pupil premium. When parents are less involved in their child's education, children's academic learning and support, alongside their emotional mental health and wellbeing, behaviour and attendance can be adversely affected. Recognising and prioritising the importance of parental engagement and acting upon this, we intend to create a unified and ever-growing positive partnership amongst all our families, including those eligible for pupil premium.

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 Challenge 1	Success Criteria
Attendance of those children eligible for pupil premium will improve, and the gaps between PP and non-PP children will close, bringing PP attendance in line with their school peers and at or above national and local average.	• The attendance gap between PP and non-PP children will continue to narrow and diminish • PP children will have a positive attitude towards school attendance. • All staff prioritise positive school attendance. • Fortnightly attendance meetings with key staff lead to effective action and outcomes. • SLT and key staff respond appropriately to attendance concerns, offering a quality, effective 'support, support, challenge' approach to address barriers to achieving intended attendance outcomes. • Targeted communication, including meetings with parents regarding concerning attendance/repeated holiday requests lead to better understanding and improved attendance.
Intended Outcome Challenge 2	Success Criteria
The attainment of those children eligible for pupil premium will improve, and there will be more PP children making more accelerated progress to achieve the secure expected standard or above in Reading, Writing and in Maths.	• Children eligible for pupil premium are fully engaged in a precise, aspirational, challenging knowledge-rich curriculum. • Quality first teaching with adaptive practice and enhancements where needed are effectively addressing barriers to learning and accelerating pupil progress. • Specific interventions for children eligible for pupil premium support and accelerate progress and attainment. • Careful monitoring of progress and attainment leads to individual conferencing and personalised feedback to accelerate progress
Intended Outcome Challenge 3	Success Criteria

St. Michael's creates a safe, predictable and nurturing environment in which pupils' personal, social and emotional wellbeing is actively supported. Where safeguarding or pastoral needs arise, trauma informed responses and approaches prioritise relationships, emotional regulation and a sense of belonging. Staff take reasonable and proportionate action to understand pupil's lived experiences, reduce triggers, and provide the compassionate consistency needed for pupils to feel safe, valued and ready to learn.	• Targeted, responsive support: Specific, relationship-based support is in place for pupils needing enhanced pastoral care, with provision tailored to individual needs. • Graduated approach: A clear graduated approach to SEMH is embedded, with effective, trauma-sensitive interventions used consistently across the school. • The St. Michael's 'Thrive' curriculum is fully embedded and rooted in trauma-informed principles, strengthening pupils' emotional literacy, resilience and wellbeing. • Safe and nurturing environment: The school provides predictable routines, restorative approaches and regulation-supportive spaces that promote emotional and physical safety. • Skilled and confident staff: Staff receive trauma-informed training and demonstrate confidence in applying compassionate, regulation-focused strategies. • Relationships at the centre: Trusting, supportive relationships between adults and pupils are prioritised and evident in daily practice. • Trauma-informed parent partnership: Parents are offered accessible trauma-informed guidance and support, enabling them to develop consistent, compassionate strategies at home that align with the school's approach. • Improved pupil outcomes: Pupils receiving trauma-informed support show improved emotional regulation, engagement, attendance or behaviour over time
Intended Outcome Challenge 4	Success Criteria
Increased parental engagement strengthens pupils' educational outcomes, attendance, behaviour and attitudes to learning, with families feeling welcomed, informed and actively	• A schedule of parent visits to classes provides wealth of opportunities for parents to be active participants in children's learning, as well as developing themselves to support school and home learning, i.e.

involved in their children's school experience.	curriculum insights, strong start sessions, early reading/maths meetings. • St. Michael's collaborates with local services to offer workshops and guidance that extends beyond academics, including wellbeing, sensory support, SEND forums, and parenting strategies. • Increased parent engagement through curriculum showcases provide additional opportunities for parents to witness children's learning and progress. • Regular, clear, and personalised communication keeps parents informed of pupils' progress, upcoming events, ongoing attendance (i.e. patterns) and practical ways to support learning at home. • Stay and learn sessions in each year group
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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 and Wider Strategies related to attendance, behaviour, wellbeing, CPD, recruitment and retention. Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Including Targeted Academic Support i.e. one to one support.

Activity to Alleviate Challenge 1	Evidence that supports this approach
Actions which support excellent attendance:	The school emphasises early intervention, personalised support, and family engagement to address barriers to attendance. For PP pupils,

• Weekly attendance meeting with key leaders and Pastoral staff; • Attendance incentives targeted based on data; • Bespoke proactive and reactive communication with families based on emerging trends i.e. targeted text system; • Meetings with parents where patterns, trends or concerns arise; • Half-termly attendance reports; First day response, including home visits where necessary; 'an action a day for every child' Bespoke support for individual children and families, i.e. Early Help, School Nurse, Halton LA, Attendance Team and individual action plans. Support in ensuring PP children can access the full range of opportunities at St. Michael's, including extra-curricular clubs, school trips and residential:	improving attendance can reduce learning gaps and enhance progress. Incorporating these approaches into a pupil premium strategy ensures targeted support, fostering better engagement, academic success, and overall well-being. These activities, such as arts, sports and academic clubs provide opportunities for enrichment and teamwork particularly benefitting disadvantaged pupils. Incorporating extra-curricular activities into a pupil premium strategy ensures targeted access helping to close learning gaps and enhance personal development ultimately supporting both academic success and overall wellbeing
Activity to Alleviate Challenge 2	Evidence that supports this approach
Ongoing training for teaching and support staff in further developing the strong foundations of early reading (including phonics), early writing and transcription; ongoing training and support to sustain and enhance quality teaching and learning in reading and writing. This is enhanced through work with	Continued Professional Development (CPD) is a vital element to the ongoing development of teaching practice in order to positively impact pupils' learning, especially when linked to PP children. Evidence suggests that the effectiveness of phonics and early reading teaching is directly related to the pupils' stages of reading development. It is therefore essential that teachers receive professional development

English Consultant, Maddy Barnes and Childer Thornton.	in effective teaching and assessment of phonics and early reading techniques, and that our English curriculum, including the writing processes, are continually under review. This ensures our intent is in-line with best practice to securing strong outcomes, not just limited to achieving the Expected Standard but ensuring our disadvantaged children are supported in achieving Greater Depth standards too
To draw upon the expertise of mathematics consultants to further strengthen maths teaching and leadership across the school so that St. Michael's mathematicians - notably, our Pupil Premium children - receive a coherent, ambitious and knowledge-rich curriculum, informed by evaluation, high-quality modelling, and targeted professional development—ensuring precise barriers for Pupil Premium pupils are addressed, adaptive practice is strengthened, and progress is closely monitored to secure accelerated outcomes	To enhance teaching and leadership for all pupil outcomes, including those of Pupil Premium students, St. Michael's engages consultants specialising in education strategies. They utilise data analysis, incorporating mathematical metrics like progress scores and attainment gaps, alongside English language assessments to identify areas for improvement. Through diagnostic visits and subsequent tailored training sessions, these experts support staff in refining teaching practice, fostering leadership development, and implementing evidence-based practices to ensure equitable progress for every student.
High-quality training for Teaching Assistants is prioritised through regular, dedicated CPD led by internal staff and specialist external visitors—including English and Maths consultants, and trauma-informed practice trainers— to strengthen classroom provision. This programme also includes targeted development in areas such as implementing the pupil premium strategy, supporting the graduated approach to attendance, and enhancing their capacity to remove barriers to learning for all pupils.	Well-implemented CPD for TAs leads to better support and challenge for children. TAs who are equipped with evidence-based strategies can provide targeted interventions, personalised support and effective classroom support. This, in turn, improves pupil engagement, learning experiences and overall improved achievement Teaching Assistants have been trained in Talk Boost, Wellcomm and Read Write Inc phonics programme. EYFS Teaching Assistants have also taken part in Nurturing Young mathematician's project.
Implement strategies through trained staff integrating these	Strategies are used to enhance pupils' phonics and early reading outcomes. Working intensively with

approaches within the St. Michael's curriculum to provide targeted, evidence informed support for pupils struggling with phonics retention.	targeted students, the teacher provides personalised, one-to-one interventions focusing on developing phonic knowledge and practice, decoding, fluency, and comprehension skills. Progress data shows significant improvements in phonics screening scores and early reading assessments, with struggling readers gaining confidence and closing attainment gaps and making accelerated progress from their individual starting points. The strategies also support classroom teachers in embedding effective early reading practices. All staff receive regular phonics training and children are assessed half termly to ensure they are in the correct phonics group. Children falling behind are identified early and follow a one-to-one intervention programme to help them keep up.
Deliver targeted maths interventions, to accelerate progress in early number, fluency, and confidence for identified pupils—particularly those eligible for Pupil Premium. Staff will deliver these structured, programmes using ongoing assessment to identify precise gaps, tailor sessions to pupil need, and monitor progress closely. Regular review with the maths lead will ensure the interventions remain sharply focused and responsive to pupil outcomes to secure sustained improvement in mathematical understanding.	Training the maths lead and designated staff to implement maths interventions will accelerate progress for targeted pupils. These programs focus on developing core number skills, reasoning, and fluency, resulting in measurable improvements in maths attainment, particularly for disadvantaged pupils needing additional support to close attainment gaps. Before and after school sessions

To draw upon the expertise of mathematics consultants to further strengthen maths teaching and leadership across the school so that St Michael's mathematicians, notably our pupil premium children, receive a coherent, ambitious and knowledge rich curriculum, informed by evaluation, high-quality modelling and targeted professional development. Thus, ensuring precise barriers for Pupil premium pupils are addressed, adaptive practice is strengthened and progress is closely monitored to secure accelerated outcomes.	To enhance teaching and leadership for all pupil outcomes, including those of pupil premium students, St Michael's engages consultants specialising in education strategies. They utilise data analysis, incorporating mathematical metrics like progress scores and attainment gaps, alongside English language assessments to identify areas for improvement. Through diagnostic visits and subsequent tailored training sessions. These experts support staff in refining teaching practice fostering leadership development and implementing evidence-based practices to ensure equitable progress for every student.
Activity to Alleviate Challenge 3	Evidence that supports this approach
Support in ensuring PP children can access the full range of opportunities at St. Michael's, including extra-curricular clubs, school trips and residential:	These activities, such as arts, sports, and academic clubs, provide opportunities for enrichment and teamwork, particularly benefiting disadvantaged pupils. Incorporating extracurricular activities into a pupil premium strategy ensures targeted access, helping to close learning gaps and enhance personal development, ultimately supporting both academic success and overall well-being. School subsidises school trips and residential (with additional bespoke support where needed) Subsidies are also provided for wraparound provision as needed. All Extra-curricular clubs are free for all children
Strengthen the foundations of early language development through Speech and Language Therapy and targeted	St. Michael's employs a speech and language therapist to deliver speech and language therapy, and work alongside leaders to enhance early

interventions across EY and KS1, including 'Welcomm'. Provide specialist training and professional development for staff and involve families in sharing strategies to enhance language learning at home.	language acquisition interventions, targeting EYFS and KS1 pupils, including those eligible for Pupil Premium. Research highlights the critical link between early language skills and future academic success. These targeted sessions improve vocabulary, communication, and comprehension, equipping disadvantaged pupils with foundational skills essential for reading, writing, and overall learning development. Families are active participants in this work, invited to observe, join and replicate sessions and strategies at home.
Activity to Alleviate Challenge 4	Evidence that supports this approach
Enhanced parent communication and workshops:	Effective communication with parents plays a vital role in our pupil premium strategy. Research consistently demonstrates a strong connection between parental involvement and positive student outcomes; parents are the primary care givers. When parents actively participate in their children's education, students tend to achieve higher academic success, maintain better attendance, and experience improved social and emotional well-being. Tailored communication with parents, with a clear focus on learning, helps build a collaborative partnership. By regularly sharing updates on student progress, attendance, and learning behaviours, we establish a shared source of external motivation for students. Our dedication to transparent and meaningful communication ensures that parents remain active partners in their child's education, fostering overall success.

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on the 2025 -2026 academic year.

In support of the following review, we can point to the following areas of evidence:

- Wellcomm language screening to assess early vocabulary and oral communication
- Positive outcomes from Speech and Language Therapy interventions
- KS1 Phonics Assessments 2026 to benchmark attainment against national expectations
- End of Key Stage 2 Assessments 2026 to benchmark attainment against national expectations
- Year 4 Multiplication Tables Check data
- Reading data
- Attendance and punctuality data
- Enhancements to our Maths and English curriculum

Impact by Intended Outcome

1. Improve attendance of eligible pupils

Attendance of eligible children improved overall, with persistent absence rates of this cohort reducing considerably. This positive trend has continued into the 2025-2026 academic year thus far.

Leadership of attendance was strengthened and became more focused in its own graduated approach, considering the universal approach as well as targeted and specialist support.

School staff prioritised attendance and were supported in developing strategies to do so.
Evidence: attendance data, comparing 2024-2025 cohorts to 2025-2026 cohorts
(attendance; absence; persistent absence)

2 Improve attainment through accelerated progress

All disadvantaged pupils accessed structured reading programmes e.g. WellComm, Phonics, Whole Class Reading, Precision Teaching.

All disadvantaged pupils accessed structured maths teaching, e.g. renewed 'Fluency/Reasoning/Problem Solving' approaches, with additional intervention support:

3. Improve pupils' mental health and wellbeing, including personal, social and emotional development through pastoral care

Interventions and strategies were introduced to rebuild resilience and positive learner identity, including closely understanding children's needs and matching provision to remove and/or overcome this barrier.

Children experienced targeted curriculum approaches which improved their mental health and wellbeing. School established a graduated approach to SEMH / Mental Health and Wellbeing support for all pupils and extended support to families through parent coffee morning workshops.

A new and revised PSHE curriculum unified several key aspects of the PSHE/RSE curriculum and wider personal development and positive mental health and wellbeing approaches, to ensure a strong, cohesive curriculum offering, which pupils thrived within. **Evidence:** Teacher reviews, specialist teacher reviews/outcomes showing growth in confidence, motivation and positive attitudes to learning; learning walks, pupil voice and book looks confirm raised expectations, ambition and self-esteem.

4. Increase parental engagement

A programme of parental workshops were arranged and delivered for all families: Children's Mental Health and Wellbeing; These sessions were well attended, including attendance from parents of our disadvantaged children.

A programme of parental engagement and celebration events were held for all families: Stay & Pray Class Worship; Musical Celebrations; Curriculum Showcases (information session and an in-class activity and book look with children). These were well attended, including attendance from parents of our disadvantaged children.

5. Develop positive attitudes towards and behaviour for learning, promoting good habits for lifelong learning.

St. Michael's Behaviour Policy has been developed which clearly identifies the taught behaviours, and explicitly ensures rationale is given. Staff are trained in this curriculum and are clear that we are not teaching for compliance but so our children are set up to thrive and develop.

Fewer behavioural incidents have been reported since the introduction of our Behaviour Policy.

Children, especially our disadvantaged children, are ready, respectful, safe and responsible.

Wider Impact and Enrichment

- Pupils accessed a wide range of enrichment opportunities to strengthen their cultural capital, with strong participation in extracurricular activities. Trips were both curriculum-enhancing and life-enriching;
- Attendance improved overall, through regular use of rewards, incentives and family support, ensuring children accessed a full curriculum.
- Wellbeing initiatives were embedded, contributing to a supportive environment in which disadvantaged pupils could thrive.
- Already strong teaching was further strengthened with the expert support of recognised and highly regarded consultants, positively impacting learning for all.
- Our already strong curriculum offer was further strengthened by further aligning our PSHE/RSE and wider opportunities within our curriculum.
- Ongoing SEND training provided for additional inclusive strategies which have further enhanced the learning and positive mental health and wellbeing of disadvantaged learners.