Pupil premium strategy statement: September 2026

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 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	495
Proportion (%) of pupil premium eligible pupils	30.7
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	Sept 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Resources Committee
Pupil premium lead	R Dawber
Governor / Trustee lead	R Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,900
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	£2,465,053

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent:

At St. Michael's, we are committed to ensuring that every pupil, regardless of their background or socio-economic circumstances, receives a high-quality education that enables them to flourish academically, socially, emotionally and spiritually. We believe that disadvantage should never be a barrier to success and are determined to ensure that all pupils have the knowledge, skills and opportunities they need to achieve their full potential.

Our Pupil Premium Strategy is informed by evidence-based research, particularly the Education Endowment Foundation (EEF) guidance, alongside our detailed understanding of the individual needs of our pupils and families. We recognise that disadvantaged pupils may face a range of barriers to learning, including lower attendance, limited access to wider opportunities, social and emotional challenges and gaps in prior learning. Through high-quality teaching, targeted academic support and wider strategies, we seek to remove these barriers and ensure that every pupil can succeed.

We are committed to ensuring that Pupil Premium funding has the greatest possible impact by carefully identifying pupils' needs, implementing effective provision, and regularly reviewing its effectiveness. Robust assessment, ongoing monitoring and evaluation enable us to adapt our approach so that support remains responsive and impactful.

Our aims are to:

- Raise the attainment and accelerate the progress of disadvantaged pupils so that they achieve in line with, or above, national expectations in reading, writing and mathematics.
- Ensure that all disadvantaged pupils develop secure literacy and numeracy skills through consistently high-quality teaching and targeted intervention.
- Deliver high-quality teaching for all by investing in professional development that strengthens adaptive teaching, effective assessment and evidence-informed practice.
- Identify and address barriers to learning swiftly through timely interventions and carefully planned support.
- Promote positive attendance and punctuality by working closely with families to remove barriers and reduce persistent absence.
- Support pupils' social, emotional and mental health so that they are confident, resilient learners who engage fully in school life.
- Provide equitable access to a broad, balanced and enriching curriculum, including educational visits, extracurricular activities, music, sport and cultural experiences.
- Develop strong partnerships with parents and carers to support learning, attendance and high aspirations both at home and in school.
- Ensure that additional adults and targeted interventions are deployed effectively to maximise outcomes for disadvantaged pupils.
- Enable all disadvantaged pupils, including those who are high attaining, to achieve their full potential and be well prepared for the next stage of their education.

At St. Michael's, we are ambitious for every child. Through high expectations, inclusive practice and a relentless focus on removing barriers to learning, we aim to ensure that no pupil is disadvantaged by their circumstances and that every child is equipped to succeed both in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	**Socio-economic Disadvantage** St Michael's serves an area of considerable deprivation, the schools locational deprivation is well above average- 46% of our intake is from the most deprived 10% of areas nationally. Almost 90% live in the 50% most deprived areas according to level of deprivation index.
2	**Low starting points:** The vast majority of pupils start at the school below and often well below age related expectations. As a result of the quality of education the progress children make from their starting points during their time at the school is strong.
3	**Limited Early Language Development and language acquisition throughout school:** 82.4% of our pupils have EAL. Many pupils enter early years or Key Stage 1 with speech, language and communication delays for numerous reasons including due to lack of English exposure at home. This can hinder phonics acquisition, reading comprehension and early writing development.
4	**SEND needs** Growing number of SEND children entering school who have more complex needs. Our SEND percentage is higher than national. (24%)
5	**Limited understanding of the world/limited life experiences and Language barriers affecting access to the curriculum:** • Limited understanding of the world and low cultural capital experience. • There are currently 32 languages spoken by pupils spoken with the greatest percentage being Urdu speakers then English, then Punjabi then the remaining languages.
6	**Attendance, punctuality and mobility** Although attendance is rising and in 25/26 was slightly above National (94.9), over time it has been consistently below national figures.
7	**Parental Engagement** Our parents and families want the very best of their children but often lack the knowledge and skills to support them effectively. • Many parents to do have English as their first language. • Many parents do not have a strong understanding of the English education system.

	• Some parents have negative experiences of education.

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 achieve and sustain improved attendance for all children, including those who are disadvantaged	• Attendance for disadvantaged pupils continues to improve including levels of persistent absence.
To support children to make rapid development in their communication and language skills.	• Gap closed between disadvantaged children and all others. • All children with a language need receive specific tailored support and timely interventions.
To ensure all children, including those who are disadvantaged, to make sustained progress through quality first teaching and through specific targeted interventions.	• 100% of disadvantaged pupils receive access to tailored in-school learning resources • Targeted interventions lead to at least 95% of pupils making expected progress in reading, writing and maths, based on teacher assessment and standardised tests. • End of KS2 outcomes for disadvantaged children, including combined, increases.
To ensure SEND children are identified early, monitored and appropriately supported	• Gap between SEND and other children narrows. • Early identification ensures all children have the correct support to need their needs
To increase parental engagement and support for families	• Parents know how and where to access support. • Pastoral mentor role continues to thrive • Parent attendance at workshops and events continue to be high
To provide children with greater opportunities to develop their understanding and experience of the wider world.	• Disadvantaged children are prioritised for extracurricular clubs. • Disadvantaged children are supported to attend residentials throughout KS2 • All children have at least 3 trips per year and a class walk. • All children attend an out of school tournament or event before leaving St Michael's.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 2 non-class based members of staff to deliver interventions in KS2.	EEF one to one & small group tuition	1,2,3,4
Implementation of a new phonics scheme, Little Wandle- Ensure all staff have received training to deliver the new phonics scheme effectively	EEF Early Years Interventions EEF phonics	2,3,4
Continue to have an AHT teaching with the Y6 team each morning.	Education Endowment Foundation rates one to one & small group tuition as +5	1,2,4
All PPAs/Leadership times covered by qualified teachers.	Level of quality of cover provided.	1,2,3,4
Assistant Head role with responsibility for improvement of attendance.	Attendance and punctuality figures. EEF Attendance interventions	1,6,7
Increased support from NEST speech and language therapy.	Training for staff, intensive work in groups and individually for children. EEF communication and language approaches	2,3,4
TLR for curriculum enhancement and increasing cultural capital (with access to mini-bus)	Activities (including residential across KS2) provided to increase understanding of the world. Structured programme for each year group.	1,3,5
Continued involvement in the Voice 21 programme – 3rd year	EEF communication and language approaches EEF Oral language interventions Voice 21 impact reports	2,3
X2 full days of a specialist Arts teacher to deliver high quality	EEF Arts participation	5,7

arts teaching and learning		

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 additional after-school tuition (every Wednesday) Group tuition available weekly. Work on the basic skills.	EEF Small group tuition	1,2,4
Provision of home study facilities Maths Whizz, Purple mash, CGP Revision books, TT Rock stars, Reading plus	EEF Maths Whizz report Reading plus impact report	1,5,6,7
1:1 tuition for targeted children from a qualified teacher.	EEF 1-1 tuition	1,2
Interventions delivered by additional class staff daily including keep up and catch up interventions.	EEF one to one & small group	2,4,7
PIXL KS2 interventions	EEF research Teaching assistant intervention	2,3,4
Reading plus intervention	Reading plus research and data EEF reading comprehension strategies	1,2,3,4

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

Budgeted cost: £58,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
An AHT with responsibility for improvement of	Attendance and punctuality figures.	1

attendance and engagement.		
Free after-school sports and activities. Subsidised trips and visits for pupils from low-income families.	Evidence on life skills and enrichment from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.	1,5,7
Pastoral manager increase in working hours	EEF social and emotional learning	6,7
Forest schools x4 half days per week with an accredited member of staff	NEF forest schools research	3,5

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 2024 -2025 and 2025 - 2026 academic years.

2025-2026 data currently includes INAs

KS2 – Disadvantaged Pupils **Outcomes 2025 & 2026** **2025-15 children** **2026- 25 children**	**School data**	**Bolton data**	**National data**
READING 2025 **% of children attaining the EXPECTED standard**	73%	67%	60%
READING 2026 **% of children attaining the EXPECTED standard**	72%	65%	63%
WRITING 2025 **% of children attaining the EXPECTED standard**	80%	65%	55%
WRITING 2026 **% of children attaining the EXPECTED standard**	68%	64%	60%
MATHS 2025 **% of children attaining the EXPECTED standard**	80%	68%	57%
MATHS 2026 **% of children attaining the EXPECTED standard**	64%	67%	61%
COMBINED 2025 **% of children attaining the EXPECTED standard**	73%	54%	43%

COMBINED 2026 **% of children attaining the EXPECTED standard**	48%	43%	48%

Externally provided programmes

Programme	Provider
PIXL	PIXL
Maths Whizz	Maths Whizz
Purple Mash	Purple Mash
TT Rock stars	TT Rock stars
Reading plus	Discovery Education
Healthy relationships	Fort Alice
NELI	Nuffield