Pupil premium strategy statement – Mickleover Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	13.3% (53 + 2 PLAC)
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)**	2026-27 (continuation from 2025-26)
Date this statement was published	November 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Sean Welsh
Pupil premium lead	Mrs Sarah Branch
Governor / Trustee lead	Mrs Jenny Illsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87530
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£87530

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for disadvantaged pupils is the same as that for all of our pupils; to achieve their unique full potential. We strive to raise attainment for pupils across the curriculum whilst developing their social and emotional wellbeing. Our strategy plan is targeted to eliminate barriers to learning so that each disadvantaged pupil can make optimum progress across the curriculum. From pastoral support to quality learning interventions, our strategy plan enables pupils to broaden their skillset in a safe and supportive learning environment.

At MPS we have a relatively low number of disadvantaged pupils, usual between 10 14%. Historically, pre-Covid, the gap between the outcomes of our disadvantaged pupils and non-disadvantaged, has been at least in line with national, and often above. In 2024/25, our data showed us that our disadvantaged pupils were broadly in line with their national pupil premium counterparts in reading and maths, below in writing. Even though PP outcomes for writing in Y6 did improve in 2026/27 (60%), data from other year groups demonstrates that their remains a gap between disadvantaged pupils and their peers, particularly in writing. The Y1 PP phonics data for 2026/26 was lower than in 2025/26 (57%). We are therefore continuing to focus on writing and phonics. (See data at the end of this document in 25-26 review).

PP-funded cohort:
55 pupils are eligible for Pupil Premium, comprising targeted FMS, FSM Ever 6 and previously looked-after children.

Wider disadvantaged group considered within the strategy:

This includes pupils eligible for Expanded FSM and other pupils experiencing disadvantage or identified barriers to education. Although Expanded FSM pupils do not generate Pupil Premium funding, they may benefit from whole-school or targeted approaches funded through the Pupil Premium where this is appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Slower rates of progress in writing for disadvantaged pupils
2	Raising attainment of disadvantaged pupils in phonics to the level off all pupils nationally
3	Vocabulary & cultural capital barriers due to lack of life experiences
4	Social and emotional barriers causing adverse effects on progress and personal development
5	31% of disadvantaged pupils have additional needs
6	Attendance and punctuality: regular attendance is a challenge for a small minority of our disadvantaged pupils

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 raise attainment of disadvantaged pupils in writing.	End of key stage outcomes for PP in writing show attainment at least in line with national averages in attainment for PP nationally. Writing attainment for PP pupils across the school will rise from end of 2025/26 data. Where ARE isn't achieved, pupils will still demonstrate accelerated progress from their starting points.
To raise attainment of disadvantaged pupils in phonics.	Achieve at least in line with national average in Year 1 phonics check.
Disadvantaged pupils with additional needs will access the curriculum more readily	Pupils with additional needs will access all areas of the curriculum due to high-quality adaptive teaching strategies used in all year groups. Feedback from middle leaders will demonstrate adaptive teaching strategies are embedded.
To increase homework engagement for disadvantaged pupils.	Homework engagement levels for disadvantaged pupils will rise to be in line with that of all pupils.
To enrich the curriculum and experiences of disadvantaged pupils.	All disadvantaged pupils will attend an extra-curricular club. Children will become more physically active.

	Enriched curriculum has positive impact on learning ad raises attainment and attendance across the curriculum.
To effectively support families with social and emotional issues.	Children's and parents' social and emotional needs are known and understood. Support is in place from school and other agencies to help manage these and remove barriers to children's attendance and learning in school. Attendance is good (at least 93%) Persistent absence for PP is in line with all pupils.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 5—a-day adaptive teaching strategies across the school to increase attainment of disadvantaged pupils with SEND. £300 (figure from SIP)	EEF 5-a-day approach - Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.	1, 2, 3 & 5
Monitoring the wider curriculum with a specific focus on disadvantaged SEND pupils £1155	Middle leaders will monitor SEND provision and the accessibility of the curriculum in their curriculum area through pupil voice, planning scrutinies and book looks. Middle leaders will be released 3 times a year to perform this monitoring.	2 & 5
Implementation of SHReC approach in EYFS to improve interactions, targeting disadvantaged pupils £513	EEF recognised approach for improving high-quality interactions.	3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 RWM booster £7704	70% of PP pupils in current Y6 cohort have not made expected outcomes in writing in Y5. 40% of PP pupils in current Y6 cohort have not made expected outcomes in reading in Y5. 50% of PP pupils in current Y6 cohort have not made expected outcomes in maths in Y5. EEF shows good impact for small group intervention & TA intervention	1
Targeted phonics intervention in Y1 & 2 £3601	EEF shows good impact for small group intervention & TA intervention 17% of EYFS pupils met the Word Reading ELG in 2025/26 cohort.	2
TA afternoon support for focused intervention within the classroom £12000	EEF shows good impact through small group TA intervention, therefore we have identified year groups that would benefit from additional afternoon TA intervention (Y1, Y2, Y4, Y6)	1, 2, 3 & 5
Writing conferences (Half termly 1:1 writing conferences in KS2 to look at the barriers to progress in writing and next steps) £10000	EEF Impact of feedback – high impact EEF impact of one-to-one tutoring – good impact	1 & 3
Pupil progress meetings in each year group, focusing on disadvantaged pupils – what are their barriers to learning and how are they being addressed? £1000	These will enable professional discussions about progress and impact of interventions with a focus on disadvantaged children; their attainment and progress compared to their peers.	1 & 2
Homework clubs/reading support for disadvantaged pupils who are not engaging in homework outside of school. £193	EEF impact of one-to-one tutoring – good impact	4 & 7

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Manager & pastoral support £40000 • Support from Inclusion Manager & inclusion team for individual children and families • Nurture-type sessions in the Nest before school, playtime and at lunch to ensure PP & vulnerable pupils who need support are ready to learn • Support during lesson times in the Nest for pupils who need emotional/academic support • Signposting to other services as appropriate • Monitoring attendance	Provision of an inclusion manager and inclusion TAs to provide pastoral support. This approach is endorsed by the EEF trust toolkit.	4 & 6
Opportunities to attend clubs, learn a musical instrument, attend residential week (£4000)	This is to ensure that disadvantaged pupils have the opportunities available to them that their peers have. EEF shows moderate impact for participation in extra-curricular arts and sports activities.	3 & 4
Weekly attendance monitoring & early intervention through phone calls £6694	The EEF Rapid Evidence Assessment on attendance found there were positive impacts for both parental communication approaches and targeted parental engagement interventions.	6
Stationary packs for KS2 Targeted FSM children (termly). £370	Ensuring children have the right tools for their learning.	1

Total budgeted cost: £87530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Last year's pupil premium strategy focused on improving writing outcomes for disadvantaged pupils.
- Pupil premium funding has been used in Y1 to support disadvantaged pupils to catch up with their phonics and reading. The outcome at the end of the year was that 4/7 PP pupils (57%) achieved the pass mark in the Phonics Check. 1 of these pupils accessed phonics catch up sessions. That child made accelerated progress in their phonic check score and passed phonics screener. The 3 PP pupils who did not pass are on the SEND register and all access SEMH and academic support in our Nest facility. 2/2 of the Y2 PP pupils passed their retake of the Phonics Check.
- Pupil Premium funding was also used to provide TA support within our Y1 cohort. The impact of this is that 12.5% of PP pupils made accelerated progress in both reading and writing by the end of Y1.
- In Y6, funding was also used to support some PP pupils in booster sessions. 5 pupils were eligible for free school meals in Y6; 2 of the 5 pupils were also on the SEND register. 3/5 achieved ARE in writing. 20% of Y6 PP pupils made accelerated progress in writing.
- **End of year data – PP writing**

Rec 17%
Y1 50%
Y2 71.4%
Y3 50%
Y4 58.3%
Y5 22.2%
Y6 60%
For the past 3 years the national average of PP pupil premium pupils achieving ARE in writing at the end of KS2 is 58%. We are +2% for this academic year.

% of PP who have made accelerated progress
Y1 12.5%
Y2 0%
Y3 -10%
Y4 16.6%
Y5 11.1%
Y6 20%
= average of 8.4% of PP pupils making accelerated progress in writing

- To support our disadvantaged pupils with additional needs to access the curriculum more readily, we used staff CPD to help middle leaders to create

SEND subject snapshot sheets. These identify SEND pupils' views on each subject, key adaptive strategies that are used in their subject and assessment strategies that are used to support SEND pupils. Middle leaders then highlighted key next steps in developing SEND provision within their subject area. Across reading, writing and maths there has been an average percentage progress improvement of 4.9% for SEND pupils (data not available for foundation subjects).

- In addition, Pupil Premium funding was used to pay for trips, music lessons, swimming lessons, after school sports clubs and help towards the Y5 PGL residential visit.
- 3 PP pupils accessed financial support for PGL.
- All KS1 and KS2 pupils took part in extra-curricular sporting activities (either in school or at a local event).
- Key music enrichment opportunities included Playground Proms (opportunity to watch live string quartet) and whole class Flute lessons for Y4 pupils.

As a result, all pupils were able to access curriculum enrichment opportunities beyond the school day.

- The inclusion team provides support throughout the day for a number of children, including our PP pupils. This might be providing breakfast or snacks, sensory time or opportunities for the children to develop their social skills. 3 of our Y1 PP children attend the Nest for a proportion of their learning time. The inclusion team support these pupils socially, emotionally and academically, with the aim of enabling them to access more classroom time. The impact of this has been that these pupils are increasing their ability to re-regulate, with support, and are starting to access more curriculum time in the classroom.
- The inclusion team and SENCO have also supported families of disadvantaged pupils through meetings and signposting to local HAF activities.
- Absence of pupil premium has slightly improved (0.5%). During the autumn term, 15 pupils in receipt of FSM were persistently absent (below 90% attendance) By the summer term, this had reduced to 7 (one of whom was on a part-time timetable).

Attendance data – 92.7% FSM pupils. This compares to 96.1% for the whole school.

End of Key Stage outcomes (internal school data against national)
EYFS

Number of eligible pupils (FSM) School 2025 data	**School 2026 data % FSM pupils who achieved Good Level of Development (GLD)**	**National 2026 data Good Level of Development (GLD) (FSM)**
6 pupils (4 SEND)	16.7%	54.8%

Y1 phonics

Number of eligible pupils (FSM)	School 2026 data % pupils who achieved the phonics check (FSM)	National 2026 data % pupils who achieved the phonics check (FSM)
7 pupils	57%	68%

KS2

No of eligible pupils (FSM)	School 2026 data % of pupils achieving the expected standard (FSM)				National 2026 data % of pupils achieving the expected standard (FSM)			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
5 pupils	60%	60%	80%	60%				48%