

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Mickleover Primary School |
| Number of pupils in school | 411 |
| Proportion (%) of pupil premium eligible pupils | 12.6% |
| Academic year that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Lynne Gerver |
| Pupil premium lead | Lynne Gerver |
| Governor lead | Ifza Shakoor |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £56 490 |
| Recovery premium funding allocation this academic year | £3 480 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £59 970 |

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 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 9-12%. 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 significantly less. Currently, our internal data is showing us that disadvantaged pupils in Y1, Y2 and Y3 are in line with, or below their national counterparts in reading and writing, and significantly below non-disadvantaged pupils, hence why we are focusing on these specific curriculum areas. (See data at the end of this document in 20-21 review)

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Challenges.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Missed learning due to intermittent lockdowns and school closures. |
| 2 | Social and emotional barriers causing adverse effects on progress. |
| 3 | Vocabulary barriers due to lack of life experiences. |
| 4 | Slower rates of progress in reading and writing. |

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 reading and writing. | End of key stage outcomes show attainment at least in line with national averages in attainment Pupils will achieve the ARE book band level. Pupils will achieve ARE in word reading and comprehension skills. Pupils will reach ARE in writing skills. |

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| | |
|---|---|
| | Where ARE isn't achieved, pupils will still demonstrate accelerated progress from their starting points. Achieve above national average in Year 1 phonics check |
| Disadvantaged pupils will make accelerated progress in reading and writing. | End of key stage outcomes show above national average progress scores in reading and writing (0+) Pupils will demonstrate rapid progress, from their starting points, in summative assessments when compared to previous summative assessments. Pupils will be fluent readers and writing at or close to ARE. |
| To enrich the curriculum and experiences of disadvantaged pupils. | Attendance at extra-curricular activities. Enriched curriculum has positive impact on learning and raises attainment across the curriculum. |
| To effectively support families with social and emotional issues. | All the children's and parents' social and emotional issues are known and understood. Support is in place from school and other agencies to help manage these and remove or eradicate impact on children's progress rates Children's mental health is a priority Attendance is good (at least 96%) |

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: £ 12 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Writing conferences (Half termly 1:1 conferences to look at the barriers to progress in writing and next steps) (£4000) | Following 2 school closures in 2 successive academic years, attainment in writing is below national. During school closures, children lose the stamina to write at length, their handwriting suffered, as did their breadth of vocabulary. EEF Impact of feedback – high impact | 1, 3, 4 |
| TA afternoon support for recovery intervention within the classroom (£3000) | EEF shows good impact through small group TA intervention, therefore we have identified year groups (predominantly Y1 & Y2) that would benefit from additional afternoon TA intervention (NB in reception, this is additional in the morning) | 1, 3, 4 |
| Monitoring the wider curriculum with a specific focus on | Development of the middle leaders is essential to ensure a whole school curriculum overview. Staff meetings will | 3 |

| | | |
|---|---|--|
| disadvantaged and their mastery of vocabulary (£5000) | <p>be followed up with staff monitoring their curriculum area.</p> <p>All staff to lead and monitor their curriculum area effectively are released at least twice during the academic year.</p> <p>SLT released more frequently</p> | |
|---|---|--|

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

Budgeted cost: £13 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Y6 reading comprehension booster & maths booster (£4000) | Disadvantaged pupils have not made expected progress in reading and end of key stage outcomes show we are below national. Previously, we were at least in line, if not above national EEF shows good impact for small group intervention & TA intervention | 1, 3, 4 |
| NELI (Nuffield Early Language Intervention) This is a programme that improves spoken language and early literacy skills. (£3000) | EEF shows high impact for oral language interventions. Children have come into school, having missed a significant part of time in nursery, therefore missing out on a lot of vocabulary modelling and social interaction. In order to make progress in phonics and early reading, the children have got to have the spoken vocabulary which NELI addresses. NELI will start in January. | 1, 3 |
| Termly pupil progress meetings (£2000) | To enable professional discussions about progress, impact of interventions & progress with a focus on disadvantaged children; their attainment and progress compared to their peers. | 4 |
| Audit and purchase quality non-fiction texts to enhance the library and engagement in reading for pleasure (£4000) | Children read both fiction and non-fiction books for pleasure, widening their vocabulary and reading skills | 3, 4 |

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

Budgeted cost: £ 35 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Inclusion Manager & pastoral support Costs (£31 000)</p> <ul style="list-style-type: none"> • Support from Inclusion Manager & teaching assistant for individual children and families • Nurture type sessions before school and at lunch break to ensure PP & vulnerable ch'd who need support are ready to learn. • Signposting to other services as appropriate | <p>Provision of an inclusion manager and inclusion TAs to provide pastoral support – this approach chosen due to www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p> | <p>2</p> |
| <p>Opportunities to attend clubs, learn a musical instrument, attend residential week (£4000)</p> | <p>This is to ensure that disadvantaged children have the opportunities available to them that their peers have.</p> | <p>2</p> |

Total budgeted cost: £ 60 000

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 the 2020 to 2021 academic year.

Pupil Premium 2020-21

- The inclusion team was extended from 2 full time posts, to have an additional part time post. This was put in place to support the children as they came back into school from lockdown. This enabled small group work to support the children who came back to school presenting with anxiety. With this support, the children were able to settle back into school and access their learning.
- Mental health was made a priority to try to minimise the impact of Covid and a second lockdown. Resources were bought and training put in place for all staff to support them with supporting the children who presented with worries and anxieties.
- Pupil premium funding, supported pupils across the school to begin to catch up on lost learning due to school closures and online learning, during the summer term. This was not sufficient time to do this and will be continued in Autumn 2021 through the rollover of the Catch Up Premium from 20-21.
- Disadvantaged pupils who did not take up a place in school during lockdown, were given a laptop to use to access their online learning.
- No trips or visitors were able to happen due to the restrictions of Covid throughout the whole academic year.

End of key stage outcomes (internal school data)

EYFS

| Number of eligible pupils (FSM) | School % pupils who achieved Good Level of Development (GLD) | National Good Level of Development (GLD) |
|---------------------------------|---|--|
| 4 | 0% | 38% |

Y1 Phonics

| Number of eligible pupils (FSM) | School % pupils who achieved the phonics check | National % pupils who achieved the phonics check |
|---------------------------------|--|--|
| 4 | 50% | 52% |

KS1

| No of eligible pupils (FSM) | School % of pupils achieving the expected standard | | | National % of pupils achieving the expected standard | | |
|-----------------------------|--|---------|-------|--|---------|-------|
| | Reading | Writing | Maths | Reading | Writing | Maths |
| | | | | | | |

| | | | | | | |
|---|-------|-------|-------|-----|-----|-----|
| 8 | 12.5% | 12.5% | 62.5% | 50% | 40% | 50% |
|---|-------|-------|-------|-----|-----|-----|

KS2

| No of eligible pupils (FSM) | School % of pupils achieving the expected standard | | | | National % of pupils achieving the expected standard | | | |
|-----------------------------|---|---------|-------|-----|---|---------|-------|-----|
| | Reading | Writing | Maths | RWM | Reading | Writing | Maths | RWM |
| 7 | 57% | 29% | 71% | 29% | 61% | 53% | 56% | 45% |

The internal data shows that there significant gaps in learning occurred, due to lockdown, particularly in writing and reading, (when compared with previous years) and this is why we have chosen these areas of learning as a key focus for the 2021-22 pupil premium funding and catch up premium.

Additional Information

In addition, all pupils, including disadvantaged, receive timely intervention within the class by their class teacher or teaching assistant. This intervention is not dependent on funding and will run alongside any strategies outlined above.