

# Pupil premium strategy statement



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	Mickleover Primary School
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	51 pupils (12%)
Academic year that our current pupil premium strategy plan covers	2022-23 (continuation from 21-22)
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Lynne Gerver
Pupil premium lead	Mrs Lynne Gerver
Governor lead	Mrs Laura Chadwick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67 000
Recovery premium funding allocation this academic year	£ 7 975
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£74 975</b>

# 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 10-12%. 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 above. Currently, our data is showing us that our disadvantaged pupils are broadly 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 21-22 review)

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## Challenges.

Challenge number	Detail of challenge
1	Slow rates of progress in writing.
2	Raising attainment in phonics and reading to above that of their national counterparts
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	High proportion of Y2 PP with specific learning difficulties (83%)

## 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 at least in line 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. Where ARE isn't achieved, pupils will still demonstrate accelerated progress from their starting points.
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 95%)

## 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: £ 16 400

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) (£8400)	Following 2 school closures in 2 successive academic years, attainment in writing is below national and children still have gaps in their learning. During school closures, children lost the stamina to write at length, their handwriting suffered, as did their breadth of vocabulary – this is still an issue. EEF Impact of feedback – high impact	1, 3, 5
TA afternoon support for focused intervention within the classroom (£3000)	EEF shows good impact through small group TA intervention, therefore we have identified year groups (predominantly Y1) that would benefit from additional afternoon TA intervention	1, 2, 3, 5

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Monitoring the wider curriculum with a specific focus on disadvantaged and their mastery of vocabulary (£5000)	<p>Development of the middle leaders is essential to ensure a whole school curriculum overview. Staff meetings will be followed up with staff monitoring their curriculum area.</p> <p>In order for 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 to monitor PP progress</p>	3
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11 300

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, 2, 3
Targeted reading intervention in Y2 (£1600)	EEF shows good impact for small group intervention & TA intervention in reading & writing	1, 2, 3, 5
Targeted phonics intervention in Y1 (£1700)	EEF shows good impact for small group intervention & TA intervention in phonics & early reading comprehension	1, 2, 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.	1, 2, 3, 5
Audit early reading scheme against phonics' programme and the early reading framework (DFE) & purchase quality texts to impact phonics' provision (£2000)	EEF shows high impact on progress with high quality phonics' resources	2, 3, 5

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

Budgeted cost: £ 35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Inclusion Manager &amp; pastoral support</b> <b>Costs</b> (£31 000) <ul style="list-style-type: none"> <li>Support from Inclusion Manager &amp; inclusion team for individual children and families</li> <li>Nurture-type sessions before school and at lunch break to ensure PP &amp; vulnerable ch'd who need support are ready to learn.</li> <li>Signposting to other services as appropriate</li> <li>Monitoring attendance</li> </ul>	Provision of an inclusion manager and inclusion TAs to provide pastoral support – <b>this approach chosen due to</b> <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit	4
Opportunities to attend clubs, learn a musical instrument, attend residential week (£4000)	This is to ensure that disadvantaged children have the opportunities available to them that their peers have.  EEF shows moderate impact for participation in extra-curricular arts and sports activities	4

**Total budgeted cost: £ 62 700**

## 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 2021 to 2022 academic year.

#### Pupil Premium 2021-22

- The inclusion team was extended from 2.5 staff members to a team of 3 full-time staff. This has enabled more prompt intervention and support, both within the classroom and out of the classroom for the most vulnerable children, enabling most to access an age related curriculum.
- Pupil premium funding, along with catch-up funding, supported pupils across the school to begin to catch up on lost learning due to school closures and online learning. On average, across all year groups, 68% of pupils who took part in reading interventions, made accelerated progress from their starting point to reach ARE (Age Related Expectations). Good progress was made by all pupils from their starting points. Where ARE was not achieved, progress could be seen through their reading fluency and book band progression linking directly to comprehension skills.
- Pupil Premium funding was used to pay for trips, music lessons, swimming lessons, sports clubs, help towards the Y5 residential visit. As a result, the pupils were able to access curriculum enrichment opportunities beyond the school day.
- Pupil voice indicates positive reading engagement and reading for pleasure. It also demonstrated that through the wider range of quality non-fiction texts, pupils had both broadened and deepened their understanding of the world.
- Staff voice also indicated heightened reading engagement where quality texts had been selected to enhance curriculum knowledge within the classroom
- Reading moderation led by the English lead evidenced more pupils beginning to develop the ability to clarify the meaning of higher level vocabulary within a range of contexts

#### End of key stage outcomes (internal school data against national where available)

##### EYFS

Number of eligible pupils (FSM)	School % pupils who achieved Good Level of Development (GLD)	National Good Level of Development (GLD) (FSM)
5	20%	49%

##### Y1 Phonics

Number of eligible pupils (FSM)	School % pupils who achieved the phonics check (FSM)	Local Authority % pupils who achieved the phonics check (FSM)
6	17%	63%

**KS1**

No of eligible pupils (FSM)	School			National		
	% of pupils achieving the expected standard (FSM)			% of pupils achieving the expected standard (FSM)		
	Reading	Writing	Maths	Reading	Writing	Maths
4	50%	25%	75%	51%	41%	52%

**KS2**

No of eligible pupils (FSM)	School				National			
	% of pupils achieving the expected standard (FSM)				% of pupils achieving the expected standard (FSM)			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
11	54%	23%	69%	23%	63%	56%	57%	43%

Gaps in maths, caused by 2 successive school closures, have on the whole, been filled, with attainment broadly in line with national averages.

Reading is improving and is more in line with national averages, however writing is still the main focus for 22-23, along with reading.

**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.