

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Micklands Primary School
Number of pupils in school	342
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mark Frost, Headteacher
Pupil Premium lead	Kirsty Mirbel, Deputy Headteacher
Governor / Trustee lead	Karen Talbot, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113, 425
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,728.03

## Part A: Pupil premium strategy plan

### Statement of intent

At Micklands Primary school all members of our staff and Governors accept responsibility for all pupils, and are committed to meeting their pastoral, social and academic needs within a nurturing school environment. We recognise that a number of pupils within the school population, some of whom are not eligible for Pupil Premium funding, may at some point require additional support and intervention. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use, and we understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- act early to intervene at the point need is identified.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers. On entry to Reception class in the last 3 years, between 14 - 33% of our disadvantaged pupils arrive below age-related expectations compared to 6 - 10% of other pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. On completion of the Y1 Phonics Screening Check in the last 3 years, between 31 - 67% of our disadvantaged pupils do not achieve age-related expectations compared to 15 - 20% of other pupils.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of their non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 29% - 64% of our disadvantaged pupils arrive below age-related expectations compared to 16% - 29% of other pupils. This gap remains steady to the end of KS2.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably related to increased anxiety and lack of resilience. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have significantly increased during the pandemic.
6	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 1.67% - 3.3% lower than for non-disadvantaged pupils. 14.46% - 20.83% of disadvantaged pupils have been 'persistently absent' compared to 5.52% - 7.17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Some pupils have limited life experiences beyond their home and immediate community. They may have limited access to books, libraries and technology.

## 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
<p>The language deficit for disadvantaged pupils in receipt of Pupil Premium funding is diminished.</p>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>This is evident when triangulated with other sources of evidence, including engagement in lessons, Language Screen data (linked to NELI), Voice 21 child and teacher surveys and ongoing formative assessment.</li> </ul>
<p>Disadvantaged pupils make accelerated progress in phonics with the aspiration being that they will all pass the Phonics Screening Check.</p>	<ul style="list-style-type: none"> <li>Phonics Screening Check will show the gap between disadvantaged pupils and their non-disadvantaged peers closing.</li> <li>A greater proportion of disadvantaged pupils will pass the phonics screening check in Year 1 and in the Year 2 recheck.</li> </ul>
<p>Disadvantaged pupils make at least expected progress from their individual starting points in reading, writing and maths. The gap is narrowed in the progress and attainment of disadvantaged pupils and their non-disadvantaged peers. A greater proportion of disadvantaged pupils will meet the expected standards at the end of KS2.</p>	<ul style="list-style-type: none"> <li>Those pupils who are ‘falling behind’ are tracked closely and supported to ensure that they make accelerated progress and ‘catch up’, or exceed, prior attainment.</li> <li>Pupils have regular opportunities to rehearse, practice and consolidate key skills in reading, writing and maths, with the initial focus being on plugging significant knowledge gaps.</li> <li>Children who need to make accelerated progress receive targeted high-quality intervention which is monitored by school leaders.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>a significant reduction in anxiety;</li> <li>a significant increase in resilience;</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Sustained improvement demonstrated by a closing gap in attendance and</li> </ul>

	<p>persistent absence between disadvantaged pupils and their non-disadvantaged peers.</p> <ul style="list-style-type: none"><li>• Percentages will be at least in line with local and national figures.</li></ul>
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## 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leaders to focus on improving teaching and learning through support, coaching, team teaching and robust monitoring procedures to ensure that all teachers have a clear understanding of the expectations of high-quality teaching and learning needed to improve outcomes for all. Leaders to support staff, or provide training, to develop teaching and learning across school.</p> <p>A structured CPD and monitoring cycle will ensure that areas for development are identified and support or training are put in place.</p> <ul style="list-style-type: none"> <li>• Engagement in CPD</li> <li>• Role of Middle Leads and Subject Leads</li> <li>• Subject Lead and Middle Lead release time</li> <li>• Teachers will focus their support on the disadvantaged</li> </ul>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk">High quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3 and 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources, fund ongoing training for teachers and</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

<p>support staff and fund release time.</p> <ul style="list-style-type: none"> <li>• Engagement in regular Oracy CPD</li> <li>• Teachers continue to develop the use of Oracy across the curriculum in their classrooms</li> </ul>		
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> <li>• Engagement in phonics CPD</li> <li>• Teachers in KS1 to continue to develop their Read, Write Inc. practice, and closely monitor pupils' progress, supported by the Phonics Leads</li> <li>• Continue to purchase Read, Write Inc. support package for all staff.</li> <li>• Continue to work with Read, Write Inc consultant.</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Purchase of <a href="#">The Literacy Curriculum</a> to secure stronger writing teaching for all pupils.</p> <ul style="list-style-type: none"> <li>• Teachers to continue to adapt Literacy Tree planning to ensure that they are meeting the needs of their class, particularly the disadvantaged</li> <li>• Teachers will focus their support on the disadvantaged</li> </ul>	<p>Successful implementation of any new strategy relies on how new approaches are put into practice and how it manifests itself into the day-to-day work of people in schools.</p> <p><a href="#">Putting Evidence to Work – A School's Guide to Implementation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3 and 4
<p>Purchase of annual subscription to the <a href="#">Jigsaw PSHE Curriculum</a> online portal to support teachers to confidently deliver a well-being curriculum.</p>	<p><a href="#">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>Teach SEL skills explicitly:</b></p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.</p>	4 and 5

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills for disadvantaged pupils in EYFS who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Small group phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Delivery of English in smaller, more targeted groups in Year 6 in order to secure stronger reading and writing results at the end of KS2 for all pupils, especially the disadvantaged.	Use teacher-led structured interventions to provide additional support. <a href="https://www.educationendowmentfoundation.org.uk">English   Guidance Reports   Education Endowment Foundation   EEF</a>	3 and 4
Delivery of maths in smaller, more targeted groups in Year 6 in order to secure stronger maths results at the end of KS2 for all pupils, especially the disadvantaged.	Use teacher-led structured interventions to provide additional support. <a href="https://www.educationendowmentfoundation.org.uk">Mathematics   Guidance Reports   Education Endowment Foundation   EEF</a>	4
Additional support for children requiring intervention (1:1 or small group).	TA-led 1:1 tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> Intensive TA-led tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	3 and 4



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

Budgeted cost: £79,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>2 ELSAs employed to provide targeted support across the school.</li> </ul>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>Play Therapist employed to provide targeted support across the school.</li> </ul>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>Drawing and Talking Therapist employed to provide targeted support across the school.</li> </ul>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5

<p>To provide additional Phonics support in Years 4 to 6 for children requiring intervention (1:1 or small group).</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To improve parental engagement and support.</p> <ul style="list-style-type: none"> <li>• Learning and Pastoral Support Assistant employed to provide targeted support across the school for disadvantaged pupils and their families.</li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="#">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage parents to avoid widening attainment gaps.</p> <p><a href="#">Parental Engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	All
<p>Embedding principles of good practice set out in The DfE's 'Working together to improve school attendance' guidance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Trips, visits and enrichment activities which disadvantaged pupils will be encouraged and supported to participate in.</p>	<p>Evidence from Education Endowment Foundation – <a href="#">Guide to the Pupil Premium</a>.</p>	5, 6 and 7
<p>Equipment and resources</p> <ul style="list-style-type: none"> <li>• School uniform</li> <li>• Book packs</li> </ul>	<p>Evidence from Education Endowment Foundation – <a href="#">Guide to the Pupil Premium</a>.</p>	5, 6 and 7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set aside a small amount of funding in order to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £134,000**

## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS, Key Stage 1 and Key Stage 2 performance data, Phonics Check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. When comparing the performance of our disadvantaged pupils in EYFS, disadvantaged pupils at Micklands outperformed those at a national and regional level in all areas for which data is available. In the Year 2 phonics re-check, and by the end of Year 2, the percentage of disadvantaged pupils at Micklands who had reached the expected standard in phonics (as measured by the Phonics Screening Check) was higher than and regional standards, and higher than national standards by the end of Year 2, for which data is available. National data is not available for the Year 2 phonics re-check.

The performance, in reading, of both our KS1 and KS2 disadvantaged pupils was higher than both the regional and national standards for disadvantaged pupils. At KS2, in maths, our disadvantaged pupils outperformed those at a regional level, and were just 0.7% below the national standard.

Data from tests and assessments suggest that, despite some clear areas of strength, the attainment of the school's disadvantaged pupils in 2022/23 was below our expectations in some areas. Our analysis suggests that the reasons for this is the ongoing impact of COVID-19, along with the fact that some of the approaches we are now using to boost outcomes for our disadvantaged pupils will take time to embed and become evident in our attainment data. This is particularly the case with the introduction of the Read, Write Inc. DfE validated phonics scheme, and The Literacy Curriculum for writing. Although initial impact may not yet be evident in our internal and published attainment data, evidence from lesson observations and book looks show that the children's engagement in, and enjoyment of, these areas has increased, and that progress in these areas is now increasing. In order to continue to develop this further, particularly in writing, class teachers will ensure that they are supporting the disadvantaged pupils themselves more often in lessons.

Fresh Start, delivered to those pupils in Years 4 to 6 who did not pass the Phonics Screening Check in Year 1 or Year 2, had a positive impact on those pupils who received it. All pupils who received this support moved successfully through the modules, and improved their reading speed and accuracy as a result. 80% of the Y6 pupils who received this support passed the Phonics Screening Check when retested.

Absence among disadvantaged pupils was 4% higher than their peers in 2022/23 and persistent absence 22% higher. These gaps narrow to 3% and 18% respectively when 3 pupils are removed from this data, all with attendance below 60%, and all with very specific needs.

We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils remains a focus of our current plan.

Delivery of the Nuffield Early Language Intervention to identified children in EYFS in the 2022/23 academic year was very successful, delivering a meaningful change to the language skills of those pupils who received this intervention. This was evidenced by the LanguageScreen assessment results; those who received the NELI intervention improved their standard score by 11.8 on average, whereas those who did not receive this intervention improved their standard score by 5.65 on average.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. These challenges mean that our focus on sustaining improved wellbeing for all our pupils, and in particular our disadvantaged pupils, remains a key priority for our school, and we will continue our investment in our two ELSAs, a Play Therapist, a Learning and Pastoral Support Assistant, and Drawing and Talking, a therapeutic intervention which allows pupils to discover and communicate emotions through a non-directed technique.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

<b>Programme</b>	<b>Provider</b>
NELI: The Nuffield Early Language Intervention	Elklan
Reading Recovery	UCL
FirstClass@Number	Every Child Counts – Edge Hill University
Power of 2	123 Learning