

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	Micklands Primary School
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mark Frost, Headteacher
Pupil Premium lead	Kirsty Mirbel, Deputy Headteacher
Governor / Trustee lead	Lauren Steer, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,640.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£29,402.23

Part A: Pupil premium strategy plan

Statement of intent

Introduction

Pupil Premium funding is allocated to schools to support disadvantaged students, with the aim of closing the attainment gap between them and their peers. This strategy statement outlines our school's commitment to using Pupil Premium funding effectively to improve educational outcomes for these students. The funding is targeted towards addressing barriers to learning, promoting engagement, and providing opportunities for personal and academic growth.

We will consider the challenges faced by all 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.

Key Objectives

1. **Closing the attainment gap:** We aim to ensure that disadvantaged pupils make at least as much progress as their peers in all subjects, particularly in core areas such as reading, writing and mathematics.
2. **Supporting social and emotional wellbeing:** We will invest in programs and interventions that focus on improving the social, emotional, and mental health of our disadvantaged pupils. This will support their overall development and their ability to learn effectively.
3. **Improving attendance and engagement:** Pupil Premium funding will help us to address attendance and punctuality challenges by supporting our most vulnerable pupils and providing personalised support to help them stay engaged with their learning.
4. **Increasing access to opportunities:** Disadvantaged students will have access to enrichment activities, extra-curricular clubs, and educational experiences that might otherwise be outside their reach, ensuring that they can benefit from a well-rounded education.

Our Approach

To achieve these objectives, we will take a holistic and evidence-based approach, focusing on several key areas:

- **Quality teaching and learning:** Ensuring that all pupils, especially those from disadvantaged backgrounds, receive high-quality teaching. This includes ongoing professional development for teachers to implement best practices and strategies that support all learners.
- **Personalised support and interventions:** Providing targeted interventions that meet the specific needs of our disadvantaged pupils. This includes small-group and one-to-one teaching, and tailored support for students who require additional help in their academic or social and emotional development.
- **Parental engagement:** We will actively engage with the families of disadvantaged students, keeping them informed about their child's progress and involving them in decisions about how best to support their learning and development.

- **Monitoring and evaluation:** The effectiveness of the Pupil Premium strategy will be continually reviewed through regular assessment and feedback. The impact of interventions will be measured, and adjustments will be made as necessary to ensure the best outcomes for all pupils.

Barriers to Learning

We recognise that disadvantaged students can face unique challenges that can hinder their educational progress. Some of the barriers we aim to address include:

- **Social and emotional challenges:** Disadvantaged pupils may experience difficulties with their mental health, wellbeing or behaviour, which can impact their ability to learn effectively.
- **Low parental engagement:** For some students, there may be limited support at home in terms of academic guidance or fostering a positive attitude towards learning.
- **Attendance and punctuality issues:** Some students from disadvantaged backgrounds may face barriers to regular attendance, impacting their overall progress.
- **Limited access to resources:** Some of our disadvantaged pupils may not have access to the same educational resources (books, internet access, tutoring) outside of school.

Monitoring and Accountability

Our school leadership team will regularly monitor the impact of the Pupil Premium strategy, ensuring that resources are allocated effectively and are reaching those students most in need. We will assess the progress of Pupil Premium pupils in comparison to non-Pupil Premium pupils, with a focus on improving outcomes across the curriculum, but particularly in reading, writing and maths. The Governing Body will also be kept informed of the impact of the strategy, ensuring accountability and transparency.

Conclusion

The Pupil Premium funding is a critical resource to ensure that disadvantaged pupils are given the support and opportunities they need to thrive. By carefully targeting interventions and providing ongoing support, we are committed to narrowing the attainment gap and ensuring that every student, regardless of background, can reach their full potential. This includes those who are already high attainers.

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 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	On average, lower attainment and slower progress rates made by disadvantaged pupils. Overall, disadvantaged pupils have knowledge gaps and find it more difficult to retain / recall prior knowledge, particularly in writing.
2	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.
3	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.
4	Emotional resilience - Our assessments, observations and discussions with pupils and their families have identified social and emotional issues for many disadvantaged pupils, notably related to increased anxiety and lack of resilience. This high level of emotional need particularly affects disadvantaged pupils, and needs to be met before the children can fully engage in their learning. Teacher referrals for support have significantly increased over the last 3 years, and remain high. Lack of access to mental health support and long waiting lists has also increased pressure on school resources.
5	Attendance of disadvantaged pupils is lower than that of their peers. Additionally, those pupils with persistent absenteeism tend to fall within the pupil premium group.
6	Some disadvantaged 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
Disadvantaged pupils make at least expected progress from their individual starting points in writing. 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 standard in writing and SPaG at the end of KS2.	<ul style="list-style-type: none"> 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. Pupils have regular opportunities to rehearse, practice and consolidate key skills in writing (particularly spelling, punctuation, grammar and

	<p>handwriting), with the initial focus being on plugging significant knowledge gaps.</p> <ul style="list-style-type: none"> • Children who need to make accelerated progress receive targeted high-quality intervention which is monitored by school leaders.
The language deficit for disadvantaged pupils in receipt of Pupil Premium funding is diminished.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, e.g. Language Screen data (linked to NELI), engagement in lessons, book scrutiny and ongoing formative assessment.
Disadvantaged pupils make accelerated progress in phonics with the aspiration being that they will all pass the Phonics Screening Check.	<ul style="list-style-type: none"> • Phonics Screening Check will show the gap between disadvantaged pupils and their non-disadvantaged peers closing. • A greater proportion of disadvantaged pupils will pass the phonics screening check in Year 1 and in the Year 2 recheck.
The emotional needs of disadvantaged pupils will be effectively supported, in order to achieve and sustain improved wellbeing, in particular reduced anxiety and increased resilience and determination.	<ul style="list-style-type: none"> • Monitoring tasks, such as learning walks and discussions with pupils, show that they are resilient and able to learn from mistakes. • 2 x ELSAs and Play Therapist will be in place across the school to deliver early intervention and support for vulnerable children and their families. • School-based Learning and Pastoral Support Assistant will work effectively to support families with attendance and other identified needs. • Support staff are used effectively to challenge and guide children, without creating an over-reliance on adult support. • Sustained improved levels of emotional well-being demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations • an increase in participation activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained improvement demonstrated by a closing gap in attendance and persistent absence between disadvantaged pupils and their

	<p>non-disadvantaged peers.</p> <ul style="list-style-type: none">• Headteacher/ LAPSA / EWO report improved PP attendance.• More families engaging with NEST to improve attendance.• Percentages will be at least in line with local and national figures.
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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: £15,430.00

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.</p> <p>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"> • Engagement in CPD • Role of Pupil Premium Lead • Role of Subject Leads • Teachers will focus their support on the disadvantaged • The progress of disadvantaged pupils, in writing, will be monitored every short term. 	<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>High quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3 and 4</p>
<p>Reading LA Instructional Coaching Project 2024-25 - The main aim of this project is to ensure the best possible outcomes for all pupils through the ongoing development of teachers' expertise. This professional development project will use instructional coaching as its primary pedagogy.</p>	<p>Endorsed by the local authority and linked to Tom Sherrington Teaching Walk-thrus.</p>	<p>1, 2, 3 and 4</p>

<p>Purchase of Letter-join whole-school handwriting scheme in order to ensure a consistent approach to teaching handwriting, and progression in pupil's handwriting across the school.</p> <ul style="list-style-type: none"> • Engagement in CPD • Teachers to focus their support on the disadvantaged. 	<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>Putting Evidence to Work – A School's Guide to Implementation Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of Twinkl spelling programme in order to ensure a consistent approach to teaching spelling, and progression in pupil's spelling across the school.</p> <ul style="list-style-type: none"> • Teachers to focus their support on the disadvantaged. 	<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>Putting Evidence to Work – A School's Guide to Implementation Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of Educake subscription to support teachers to identify the learning gaps of the pupils in their class and to address misconceptions.</p> <ul style="list-style-type: none"> • Engagement in CPD • Teachers to focus their support on the disadvantaged. 	<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>Putting Evidence to Work – A School's Guide to Implementation Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Teacher training for teachers and support staff in UKS2 on the National Literacy Trust's writing Intervention, Writers for Life. The aim of this intervention is to improve writing quality and empower children to take ownership of the writing process, in order to meet the needs of children that will benefit from focused teaching to accelerate progress towards age-related expectations.</p>	<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>Putting Evidence to Work – A School's Guide to Implementation Toolkit Strand Education Endowment Foundation EEF</p>	1
<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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>support staff and fund release time.</p> <ul style="list-style-type: none"> • Engagement in regular Oracy CPD • Teachers continue to develop the use of Oracy across the curriculum in their classrooms. 		
<p>Continue to resource DfE validated Systematic Synthetic Phonics programme, RWInc, to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> • Engagement in phonics CPD • Teachers in KS1 to continue to develop their Read, Write Inc. practice, and closely monitor pupils' progress, supported by the Phonics Leads • Continue to purchase Read, Write Inc. support package for all staff. • Continue to work with Read, Write Inc consultant. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Purchase of annual subscription to the Jigsaw PSHE Curriculum online portal to support teachers to confidently deliver a well-being curriculum.</p>	<p>Social and Emotional Learning EEF (educationendowmentfoundation.org.uk) Teach SEL skills explicitly: 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: £33,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of English in smaller, more targeted groups in Year 6 in order to secure stronger writing results at the end of KS2 for all pupils, especially the disadvantaged.	Use teacher-led structured interventions to provide additional support. English Guidance Reports Education Endowment Foundation EEF	1
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. Mathematics Guidance Reports Education Endowment Foundation EEF	1
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. One to one tuition EEF (educationendowmentfoundation.org.uk) 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. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Small group phonics sessions targeted at disadvantaged pupils who require further phonics support in Years FS, 1 and 2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	3

To provide additional Phonics support in Years 3 to 6 for children requiring intervention (Fresh Start - 1:1 or small group).	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,000.00

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"> • 2 ELSAs employed to provide targeted support across the school. • Drawing and Talking Therapist employed to provide targeted support across the school. • Play Therapist employed to provide targeted support across the school. 	<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>Social and Emotional Learning EEF (educationendowmentfoundation.org.uk)</p>	4 and 5
<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"> • Learning and Pastoral Support Assistant employed to provide targeted support across the school for disadvantaged pupils and their families. 	<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>Social and Emotional Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance guidance.</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>	4, 5 and 6

	Parental Engagement EEF (educationendowmentfoundation.org.uk)	
Embedding principles of good practice set out in The DfE's 'Working together to improve School Attendance' statutory guidance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 5 and 6
Trips, visits and enrichment activities which disadvantaged pupils will be encouraged and supported to participate in.	Evidence from Education Endowment Foundation – Guide to the Pupil Premium .	4, 5 and 6
Equipment and resources <ul style="list-style-type: none"> • School uniform • Book packs 	Evidence from Education Endowment Foundation – Guide to the Pupil Premium .	4, 5 and 6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £130,930.00

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 2023/24 academic year using EYFS and Key Stage 2 performance data, Phonics Check results, Y4 Multiplication 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 local authority level. When comparing the performance of our disadvantaged pupils in EYFS, our disadvantaged pupils performed less well than disadvantaged pupils at a national and local authority level. However, when comparing the performance of our disadvantaged pupils without SEND, the gap compared to local authority data narrows significantly. The areas in which our disadvantaged pupils performed less well were communication (listening, attention and understanding) and Literacy (comprehension, reading and writing). All of these areas are targeted areas for improvement on our current Pupil Premium Strategy.

In the Year 1 phonics screening check, there has been a significant improvement in the percentage of disadvantaged pupils at Micklands who reached the expected standard in phonics in 2023/2024 compared to 2022/2023. The new RWI phonics scheme was introduced at the start of 2022/2023, and although we saw a dip in our phonics screening results at the end of the first year, the impact of this new scheme is now evident at the end of the second year - the percentage of disadvantaged pupils who reached the expected standard in phonics in 2023/2024 was just 1.9% below local authority levels, and 4.7% above national levels.

The performance, in maths, of our KS2 disadvantaged pupils was significantly higher than both the local authority and national levels for disadvantaged pupils reaching the expected standard (11.7% above LA and 7.7% above national respectively). The percentage of disadvantaged pupils at Micklands reaching the higher standards in reading and maths were significantly above local authority levels (8.1% above LA in reading and 22.8% above LA in maths).

Data from tests and assessments suggest that, despite some clear areas of strength, the attainment of the school's disadvantaged pupils in 2023/24 was below our expectations in some areas, in particular in writing. 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 Literacy Curriculum for writing. Although 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, writing has increased. In order to continue to develop this further, there will be a whole-school focus this year on handwriting, spelling, punctuation and grammar, alongside ensuring that class teachers support 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. 100% of the disadvantaged Y6 pupils who received this support passed the Phonics Screening Check when retested during Year 6.

Absence among disadvantaged pupils was 4.3% higher than their non-disadvantaged peers in 2023/24 and persistent absence 18.8% higher. These gaps narrow to 2.8% and 13.7% respectively when 3 pupils are removed from this data, all with attendance below 65%, and all with very specific needs. Our Learning and Pastoral Support Assistant worked with 4 families whose children’s attendance fell into the persistent absence category (below 90%) and all of the children’s attendance improved. However, we recognise that these gaps are still too large, which is why raising the attendance of our disadvantaged pupils remains a focus of our current Pupil Premium Strategy.

Delivery of the Nuffield Early Language Intervention to identified children in EYFS in the 2023/24 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 10.8 on average, whereas those who did not receive this intervention improved their standard score by 5 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.

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