

# 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	412
Proportion (%) of pupil premium eligible pupils	56 pupils (13.6%)
Academic year that our current pupil premium strategy plan covers	2024-25 (continuation from 23-24)
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Lynne Gerver
Pupil Premium Champion	Mrs Millie Harrison
Governor lead	Mrs Laura Chadwick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85 450
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£85 450</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 10-14%. 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. Currently, our data is showing us that our disadvantaged pupils are broadly in line with their national pupil premium counterparts in reading and writing and significantly above in maths. When compared against all pupils nationally, reading is slightly below, writing is significantly below and maths is in line. We are therefore continuing to focus on reading and writing. (See data at the end of this document in 23-24 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 Y4 PP with specific learning difficulties (60% 3/5 pupils)
6	Attendance and punctuality: Regular punctual 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 reading and writing.	End of key stage outcomes show attainment at least in line with national averages in attainment Pupils to achieve the ARE book band level.

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	<p>Pupils to achieve ARE in word reading and comprehension skills.</p> <p>Pupils to achieve ARE in writing skills.</p> <p>Where ARE isn't achieved, pupils will still demonstrate accelerated progress from their starting points.</p> <p>Achieve at least in line with national average in Year 1 phonics check</p>
Disadvantaged pupils will make accelerated progress in reading and writing.	<p>End of key stage outcomes show above national average progress scores in reading and writing (0+)</p> <p>Pupils will demonstrate rapid progress, from their starting points, in summative assessments when compared to previous summative assessments.</p> <p>Pupils will be fluent readers and writing at or close to ARE.</p> <p>Where ARE isn't achieved, pupils will still demonstrate accelerated progress from their starting points.</p>
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.	<p>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</p> <p>Children's mental health is a priority</p> <p>Attendance is good (at least 93.5%)</p> <p>Persistent absence for PP is in line with all pupils</p>

## 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: £ 21 500

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) (£10 000)	EEF Impact of feedback – high impact	1, 3, 5
TA afternoon support for focused intervention within the classroom (£5000)	EEF shows good impact through small group TA intervention, therefore we have identified year groups (predominantly Y1) that would benefit	1, 2, 3, 5

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	from additional afternoon TA intervention	
Monitoring the wider curriculum with a specific focus on disadvantaged and their mastery of vocabulary (£6 500)	<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 progress</p>	3

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

Budgeted cost: £14 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 reading RWM booster (£4500)	<p>Disadvantaged pupils have not made expected progress in reading and end of key stage outcomes show we are below national.</p> <p>EEF shows good impact for small group intervention &amp; TA intervention</p>	1, 2, 3
Targeted reading intervention in Y2 (£2000)	EEF shows good impact for small group intervention & TA intervention in reading & writing	1, 2, 3, 5
Targeted phonics intervention in Y1 (£3000)	EEF shows good impact for small group intervention & TA intervention in phonics & early reading comprehension	1, 2, 3,
Termly pupil progress meetings (£3000)	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 library fiction books to ensure high quality books available to encourage reading for pleasure (£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: £ 49 438

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Inclusion Manager &amp; pastoral support</b>  <b>Costs (£38 000)</b></p> <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, playtime 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>	<p>Provision of an inclusion manager and inclusion TA 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</p>	4
<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. EEF shows moderate impact for participation in extra-curricular arts and sports activities</p>	4
<p>Appointment of pupil premium champion TLR (£3 344) plus leadership time (£800)</p> <ul style="list-style-type: none"> <li>• Engagement with families &amp; PP</li> <li>• Identify barriers to school &amp; learning</li> <li>• Identify &amp; evaluate patterns in attendance and progress/attainment</li> </ul>	<p>Improving attendance, the key for school leadership summary of research and case studies            DFE case studies            EEF T &amp; L toolkit, parent engagement</p>	6
<p>Weekly attendance monitoring &amp; early intervention through phone calls            5 hours a week (£3 294)</p>	<p>Improving attendance, the key for school leadership summary of research and case studies            DFE case studies            EEF T &amp; L toolkit, parent engagement</p>	6

**Total budgeted cost: £ 85 438**

## Part B: Review of outcomes in the previous academic year (2023-24)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Pupil Premium 2023-24

- Pupil Premium funding has been used in Y1 and Y2 to support disadvantaged pupils to catch up with their phonics and reading. The outcome at the end of the year was that 7/9 PP pupils (78%) achieved the pass mark in the Phonics Check. Of the nine Y2 retakes, of which 2 pupils were PP. Of these, two pupils, one achieved the pass mark in the phonics check retake.
- In Y6, funding was also used to support PP pupils in booster sessions after school. 12 pupils were eligible for FSM or pupil premium; 3 of the 12 pupils were also on the SEND register. 8/12 achieved ARE in reading, 7/12 writing; 9/12 achieved ARE in maths; 10/12 achieved ARE in Grammar, Punctuation & Spelling. In RWM combined, 7/12 pupils achieved ARE.
- 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. As a result, pupils were able to access curriculum enrichment opportunities beyond the school day.
- Pupil voice indicates positive reading engagement and reading for pleasure with our own school library and the Mickleover Library. It also demonstrated that through the wider range of quality non-fiction texts, pupils had both broadened and deepened their understanding of the world.
- 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
- Absence of pupil premium has decreased slightly (+0.4%) through the engagement of the office staff with parents of children who are persistently absent, or in danger of becoming persistently absent. 4 children who were persistently absent in the Autumn term, managed to raise their attendance above 90% by the end of the year. A further 8 PP pupils, made significant improvements to their attendance, however still remained below 90%.
- 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.
- A Pupil Premium Champion was appointed in December. The main focus has been to develop links with the families of those children receiving pupil premium funding and highlight and signpost the opportunities provided in the holidays by the local authority 'HAF activities'. In the Christmas 2023 holiday, 5% (3 pupils) of our PP accessed the Holiday Activity Fund (HAF). At Easter, this had increased to 19% (11 pupils) and during the summer holiday, this increased

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again to 23% (13 pupils). Prior to the PP Champion being appointed, only 2 families had ever engaged with the HAF activities.

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

**EYFS**

Number of eligible pupils (FSM)	School 2024 data % FSM pupils who achieved Good Level of Development (GLD)	National 2024 data Good Level of Development (GLD) (FSM)
3 pupils	67%	52%

**Y1 phonics**

Number of eligible pupils (FSM)	School 2024 data % pupils who achieved the phonics check (FSM)	National 2024 data % pupils who achieved the phonics check (FSM)
9 pupils	78%	68%

**KS2**

No of eligible pupils (FSM)	School 2024 data % of pupils achieving the expected standard (FSM)				National 2024 data % of pupils achieving the expected standard (FSM)			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
12 pupils	71%	64%	79%	64%	62%	58%	59%	45%

**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.