

Mile Cross Primary 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	Mile Cross Primary School
Number of pupils in school	458
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stuart Allen (Head Teacher)
Pupil premium lead	Toby Whalen (Deputy Head)
Governor / Trustee lead	Mr R Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241 665
Recovery premium funding allocation this academic year	£6645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£107 971.35
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£356 281.35

Part A: Pupil premium strategy plan

Statement of intent

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 ensure they reach their potential.

We will identify and consider the challenges faced by vulnerable children, such as those who have a social worker, those with SEND, young carers and those worst affected by the pandemic. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Outstanding 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 disadvantage 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.

Our strategy is also integral to wider school plans for education recovery pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We follow the tiered approach as set out in the EEF Pupil Premium Guidance

1. Teaching

Spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of our successful school and is rightly be the top priority for Pupil Premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is one key component of our effective Pupil Premium strategy.

3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Wellcomm assessments on entry to Reception show very low levels of understanding of spoken English language with 65% of children working below the expected level for their age.</p> <p>In addition to this, analysis of the previous year's Year 1 Phonic Screening show that a significant percentage of children not passing were in receipt of pupil premium.</p>
2	<p>Attendance rates for pupils eligible for pupil premium funding are 95% (2020-21) which is below our aspirational target for all pupils (96%). Children not in receipt of pupil premium were 95.9% (2020-21)</p> <p>Our assessment indicate that absenteeism causes children to fall behind on average.</p> <p>To improve attainment we need to improve attendance rates for all pupils so that children are in school regularly.</p>
3	<p>Emotional and well-being needs of some children and families. Low self-esteem, confidence and aspiration. Children being affected by needs/ issues within the family out of their control.</p>
4	<p>Our assessments show that 12.88% of our PP pupils also fall under the category of SEND.</p> <p>We need to work towards earlier identification of needs. We also need to ensure that strategies within the classroom for SEND/PP pupils are effective and have an impact on progress. Alongside this we need to work with families and external agencies to ensure that a full package of support is in place for these children.</p>
5	<p>Observations and discussions with pupils and families have identified social and emotional issues for many children, arising from or exacerbated by the pandemic and lockdown. A large percentage of our pupils eligible for Pupil premium funding have been receiving support from our ELSA (Emotional Literacy Support Assistants) team for a range of emotional wellbeing needs and that a significant % of children with a social worker or receiving external support through early help agencies are eligible for pupil premium funding.</p>

	<p>Our assessments show 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. National findings support this.</p> <p>To improve outcomes for these children we need to continue to provide ELSA support for children and PSA support for families. We need to continue to work with families and external agencies to support children and early identification of need is important.</p> <p>Targeted play therapy has been set up for a small number of children eligible for pupil premium who have been particularly effected by school closure.</p>
6	<p>Our own assessments and national research point to the importance of disadvantaged pupils developing a rich vocabulary which aids reading comprehension and ability to access the curriculum. This is important as the gap between disadvantaged pupils and their peers is often already in place by the time they begin Nursery.</p> <p>To improve this, we will explicitly teach vocabulary development as part of our reading, writing and wider curriculum. We will also ensure that children are exposed to a wide range of high-quality texts and that they are read to daily.</p> <p>Reading will be a focus of our curriculum including whole class guided reading sessions, phonic teaching and teachers reading to the children daily using agreed high-quality texts and 1:1 reading with the teacher</p>
7	<p>Our own assessments and national research point to a lack of experiences and background knowledge for many of our disadvantaged pupils that means that often they do not have prior knowledge through which to create schemas for any new learning.</p> <p>We will provide a rich and stimulating curriculum that engages children and signposts links allowing them to develop their thinking and understanding of the world.</p> <p>We will specifically plan our lessons to ensure that cultural knowledge is explicitly taught and signposted so that pupil premium pupils are not at a disadvantage.</p> <p>We will enrich our curriculum with a range of subsidised visits and visitors to ensure all children receive culturally enriching experiences and will we not discriminate our disadvantaged pupils.</p>

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
Improved phonics and reading attainment amongst disadvantaged pupils to close the gaps with peers.	Outcomes in reading at the end of KS2 are at least in line with national average and the gap will be narrowed. Internal assessments, including RWI, fluency and NFER comprehension, will show that children are making accelerated progress.

<p>To achieve and sustain improved well-being for children with SEMH difficulties, particularly those who are disadvantaged.</p>	<p>High level of well-being evidenced by: Qualitative data from pupil voice, pupil and parent surveys, teacher observations, pastoral observations. Reduction in teacher referrals for ELSA and to external agencies.</p>
<p>To achieve and sustain improved attendance for all children, particularly those who are disadvantaged.</p>	<p>Attendance for disadvantaged pupils will improve year on year and will be in line with our target for all pupils of 96%. Targeted attendance plans for persistent absentees will be effective leading to improved attendance and support for these families.</p>
<p>Improve attainment for disadvantaged pupils writing and close gaps with peers.</p>	<p>Outcomes in writing at the end of KS2 are at least in line with national average and the gap will be narrowed. Teacher assessments, will show that children are making good progress and that gaps are narrowing.</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: £238 173

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment and appropriate deployment of high-quality teaching support staff to accelerate learning in the classroom and through targeted interventions across the school.</p>	<p>EEF teaching and learning toolkit. <i>‘Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.’</i></p>	<p>1, 6, 7</p>
<p>Mastery Teaching taught across the school – Mathematics Mastery & T4Writing</p>	<p>EEF teaching and learning toolkit. ‘Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics’ ‘..The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.’ The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 6, 7</p>
<p><i>Provide CPD for teachers and teaching assistants to develop</i></p>	<p>EEF teaching and learning toolkit.</p>	<p>4, 6</p>

<p><i>reading comprehension, reading aloud and vocabulary development.</i></p> <p>Using a range of assessment methods will enable us to effectively diagnose barriers and gaps. (NFER, new Marking Policy and RWI).</p>	<p>‘Reading comprehension strategies are high impact on average.’</p> <p>‘It is important to identify the appropriate level of text difficulty, to provide appropriate content to practice the skills and desire to engage with the text.’</p> <p>‘Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary.’</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5537

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics RWI teaching and interventions</p> <p>Provide small group phonics teaching universally fully embedded in Foundation Stage and KS1 and used as a targeted intervention to those identified as having decoding as a barrier.</p>	<p>EEF Teaching and Learning toolkit</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have</i></p>	<p>1, 6</p>

	<p><i>experienced these barriers to learning.'</i></p> <p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i></p>	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £52 906

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality music teaching (Rock Steady) targeted to disadvantaged children.	<p>EEF Teaching and Learning toolkit</p> <p><i>'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'</i></p> <p><i>'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</i></p>	3, 5, 7
Forest School & Nurture Nook used for all year groups across the school but also targeted children to mentor and offer pastoral support to children to instil confidence and improved self-esteem	<p>EEF Teaching and Learning toolkit</p> <p><i>'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.'</i></p> <p><i>'The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.'</i></p>	3, 5, 7

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance and punctuality for all disadvantaged children is good and addressed early with families.</p>	<p>The DfE guidance has been informed by engagement with cluster schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>School PSA to work closely with vulnerable families to support and signpost to other agencies/services.</p> <p>Online safety for parents.</p>	<p>Despite the lack of evidence nationally, the school's PSA works closely with families to improve engagement with targeted families and foster trust.</p>	<p>3, 5</p>

Total budgeted cost: £296 616

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.

Our internal assessments during 2020/21 (see table below) suggest that the performance of disadvantaged pupils was lower than in previous years in Reading, Writing & Maths. Despite being largely on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

At times when all pupils were expected to attend school (2020-21), attendance of disadvantaged pupils was 95% whilst non-disadvantaged children's attendance was 95.9%. Whilst these gaps remain, attendance will be a focus of our current plan.

The table below shows the average PITA score (1-5) for each subject for PP/Non-PP.

Overall	PP?	Maths	Reading	Writing
Year 1	Pupil Premium	2.32	2.45	2.27
Year 1	Not PP	2.71	2.66	2.55
Year 2	Pupil Premium	2.39	2.46	2.18
Year 2	Not PP	3.63	3.66	3.34
Year 3	Pupil Premium	2.5	2.88	2.68
Year 3	Not PP	2.65	2.85	2.69
Year 4	Pupil Premium	2.59	2.74	2.37
Year 4	Not PP	3.09	3.24	2.91
Year 5	Pupil Premium	2.69	2.82	2.54
Year 5	Not PP	3.05	3	2.9

	Year 6	Pupil Premium	2.63	2.88	2.69
	Year 6	Not PP	2.93	3.28	2.93

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
Read Write Inc Phonics	Ruth Miskin
Talk4Writing	Pie Corbett
Mathematics Mastery	ArkCurriculum+

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.