Mickleton Primary School Pupil premium strategy statement

School overview

Detail	Data
School name	Mickleton Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	21.45% (46 pupils from April 2024)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	September 2024
Date on which it was reviewed	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Mr T. Roberts
Pupil premium lead	Mrs S. Neale
Governor / Trustee lead	Mr C. Bishop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£62, 040**
Recovery premium funding allocation this academic year	**£2320**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	**£1,828**
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**	

Part A: Pupil premium strategy plan

Statement of intent

To provide the children with learning and life experiences that will enable them to achieve success and confidence and prepare them for their life now, and in the future.

At Mickleton Primary School, we provide all pupils with appropriate education and support. In class, each child's teacher will be finding ways to support every child in order to access the curriculum and achieve their targets. All lessons are differentiated by the class teacher to allow access by all to the Curriculum.

Children at Mickleton Primary School that have been identified as PPG are identified on a whole school PPG register that is regularly updated and distributed to staff.

Any PPG pupil that is not achieving the expected standard has a PPG plan. These plans have short term targets on to be reviewed either half termly or termly (depending on the pupil or length of term). These plans help to show progress for those PPG pupils who are constantly achieving below the expected standard. The interventions are carried out on a weekly basis. The teacher will then create new objectives for the children to be working towards if appropriate. In addition to this, the Class Teachers meet with the PPG lead to discuss the attainment and progress of every PPG pupil in their class, during the Autumn Term and Summer Term. Attainment and progress of PPG pupils are carefully monitor by the PPG Lead and Curriculum Lead. Any concerns are raised with staff and appropriate provision and support is planned with the SENCO if needed. Any PPG pupil that is achieving the expected standard will be supported in class to remain at this standard and also challenged to attempt to achieve Greater Depth.

A discussion with teachers about PP students takes place twice a year with books looked at as part of subject book trawls.

Types of intervention include:

- RWI phonic groups
- Phonic fast track groups
- Fresh start reading (Years 4 – 6)
- Reading to adult
- Spelling support
- Thrive behavioural support
- Speech and Language interventions
- Social groups
- Nurture group interventions
- Numeracy support (Number stack interventions)
- Writing support

- 1:1 support from a Teaching Assistant
- Group tutoring
- There are events organised at Mickleton Primary School to support the learning of PPG children.

  These include:

  - Enrichment days for different subjects (World book day, Number Day, Science week, Skipping day, Internet Safety Day, Hinduism workshop, Author visits, Scientist visits, Mental Health Day, Speech competitions).

- External events and trip are also organised at Mickleton Primary School to support the learning of PPG children.

  These include:

  - Sandfield Farm, Cotswold Wildlife Park, Cadburys World, Residential trips, Gloucestershire Photography competition, Science Poster Competition, Compton Verney trip, Floorball matches, Cross Country, Speech competitions).

Wider offer

Pupil premium children are also supported where necessary with the following

- Music lesson
- Residential and trip support
- Art enrichment
- Leading in a school legacy project

Challenges

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

Challenge number	Detail of challenge
1	**Phonics** 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. The school saw an improvement in phonics last year due to the introduction of RWI. This will be monitored over the next three years.
2	**Oracy** Through assessments, observations and discussions there is a gap with underdeveloped oral language and vocabulary skills. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Specific orally skills will be taught as part of an Oracy lesson to improve this aspect.
3	**Financial experiences** Our assessments and observations indicate our disadvantaged pupils need to have financial experiences and look at how budgets work gaining life skills as well. The legacy committee will work together to become involved in improvements to the school area and understand the financial elements.
4	**Attendance and lateness** Our assessments and observations indicate that some of our disadvantaged pupils have low attendance or arrive at school late which is affecting their attainment. Where there is an improvement this needs to continue to be monitored due to a small number of families with low attendance or continued lateness.
5	**Maths** Through assessments, observations and discussions there is a gap with underdeveloped basic Maths skills and times tables. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Children are receiving interventions through Number stacks.
6	**Well being and E safety** Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils especially around e-safety. These challenges particularly affect 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
Small group tuition.	Promote rapid progress in most effected children.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: qualitative data from Thrive sessions, student voice, student and parent surveys and teacher observations E safety learning for pupils and teachers A significant reduction in negative behaviour incidence.
To improve basic early Maths skills across the school with the improved impact shown at the end of KS2. Maths lead introduced Number Stacks interventions focusing on number facts and times tables. Introduction of homework to be sent home weekly linked to times tables.	Improved knowledge of basic number facts Improved knowledge of Times tables Able to use the improved knowledge when learning about other Mathematic areas (Fractions, percentages, etc).
Improved attendance of disadvantaged pupils.	Some disadvantaged pupils have had attendance lower than 85%. To improve by working with the attendance officer and Family Support Officer.

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)

Total budgeted cost: £21, 000

Purchase of Read, Write Ink and staff training (SCauson leading the phonics program and training).	Read Write Inc. is a popular phonics scheme. Like all phonics schemes, it teaches children the sounds in English, the letters that represent them, and how to form the letters when writing. Read Write Inc. Phonics includes reading books written using only the letters they have learnt at each level (and a small number of separately taught tricky words). The children will quickly feel confident and successful.	1, 2
Promotion of E safety through specialised teacher in school to teach computing and E safety.	The Department for Education's (DfE's) Keeping Children Safe in Education (2022) statutory guidance states that: *"Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures.*	6
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD and Maths leadership time.	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)	5
Improve the quality of social and emotional understanding through the Thrive program and thrive CPD.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4, 6

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

Total budgeted cost: £26, 000

Purchase of Read, Write Ink and staff training *(SCauson leading the phonics program and training).*	Read Write Inc. is a popular phonics scheme. Like all phonics schemes, it teaches children the sounds in English, the letters that represent them, and how to form the letters when writing. Read Write Inc. Phonics includes reading books written using only the letters they have learnt at each level (and a small number of separately taught tricky words). The children will quickly feel confident and successful.	1, 2
Providing school-led tutoring and interventions for pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 5

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

Total budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Becoming a Thrive school. (Continue to embed) Introduction of Headsite services training	The impact of Thrive has been picked up by Ofsted and Estyn during school inspections. Inspectors have commented on the use of Thrive to help manage behaviour more effectively, in particular when used for early intervention, helping students to become more open to learning. The Department for Education is focused on supporting schools to build whole school environments and develop approaches within which all students can achieve their full potential. Headsite Services is providing CPD on Childhood trauma for staff members to support.	3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Such as changes to family circumstances.	All

Total overall budgeted cost: £64, 500

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 2023 and 2024 academic year.

Our external assessments during 2023/2024 suggested that the performance of disadvantaged pupils was 71% reading, 57% Writing and 28% Maths. Phonics ks1 data was 100%. The Covid-19 impact is still evidence especially in Maths areas where some children missed a lot of number facts and times tables work. This is impacting them higher up the school when being taught fractions, percentages etc. Maths is a main focus area with Mrs Brown leading the changes and introducing number stack interventions, times table homework and the teaching of reasoning and problem solving. Pupil behaviour, Well Being and Mental Health are still areas that are challenging individuals on a daily basis. The school's thrive approach is used well throughout the school to offer support. The school has a Family Support Worker in to work with some PPG pupils. The introduction of Headstart Services will also support pupils who have experienced trauma and provide staff with the relevant CPD.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£3535
What was the impact of that spending on service pupil premium eligible pupils?	

Post LAC funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your LAC allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.