

## 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	Middlestone Moor Primary School
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	33% (96/279)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	G Richardson
Pupil premium lead	D Patterson
Governor / Trustee lead	M Tarling

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,807
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,807

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

## Challenges

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

Challenge number	Detail of challenge
1	High numbers of pupil premium also have SEN (25%)
2	PP children's basic skills in reading, writing and speech, language and communication upon entering the school are lower than non PP children
3	Social and emotional needs. PP children less ready to learn based on other factors e.g. SEND, SEMH or external factors
4	Attainment of GLD for disadvantaged pupils is low compared to national other %.
5	Attainment of the expected standard for Key Stage 1 in Reading, Writing and Maths is low compared to national other %
6	Parental engagement for disadvantaged pupils is low for many.
7	Persistent absence

## 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 increase the % of disadvantaged children achieving the GLD at the end of YR	% increases for disadvantaged children at the end of YR. Gaps identified from on entry assessments. Difference between our disadvantage % and the % of national other. Targeted interventions for groups of disadvantaged pupils.

To increase the % of disadvantaged children achieving the standard in the re-sit phonics screening check	<p>% of disadvantaged children achieving the standard in the phonic screen increases.</p> <p>Specific gaps in phonic knowledge identified through regular assessment of phonics.</p> <p>Targeted interventions for groups of disadvantaged pupils.</p>
Greater proportion of disadvantaged children reaching the expected standard in Reading, Writing and Maths at the end of Key Stage 1	<p>% of attainment increases for disadvantaged children at the end of Key Stage 1.</p> <p>Specific disadvantaged pupils to be targeted for accelerated progress across Key Stage 1.</p> <p>Targeted interventions for groups of disadvantaged pupils.</p> <p>Difference between our disadvantage % and the % of national other.</p>
To increase the % of disadvantaged children achieving the higher standard at Key Stage 2 in reading and writing	The % of disadvantaged children achieving the higher standard will increase.
Continue to monitor and improve attendance of disadvantaged pupils	Increased attendance for disadvantaged children and a reduction in the % of persistent absence.

## 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: £103,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed and monitor Sounds-Write in Reception and KS1	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	1
Continue to work as part of the English Hub as a partner school	The English Hub exists to provide evidence based approaches to early language development. Encouraging best practice in systematic synthetic phonics through fidelity to one system and the use of decodable books. Promoting a love of reading through supporting whole-school reading approaches.	1
Develop use of English and Maths books to record in as soon as the children are showing readiness.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	1
EYFS YR To be included in termly moderation of books for writing and Maths.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	1
Develop use of high quality texts into EYFS continuous provision. Invite parents for stay and read sessions. Children receive decodable reading book matched to their sounds-write unit. Records of progress in reading recorded consistently. Phonic assessments completed termly and analysed.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years. EEF Guidance report – preparing for Literacy – Working with Parents to support children’s learning.	1
All staff in EYFS are aware of children’s individual targets and regular review takes place against the targets that have been set.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years. EEF Guidance report – preparing for Literacy – Working with Parents to support children’s learning.	1
Regular pupil progress meetings to take place and to look at the attainment and progress of all disadvantaged pupils.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years. EEF Guidance report – preparing for Literacy – Working with Parents to support children’s learning.	1
Transition is well planned and pupils are well prepared for transition.	In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>	1
Further develop us of Sounds-Write in Year 1 and 2.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	2
Targeted intervention is used to target children to achieve the re-sit phonic screening check standard at the end of Year 2.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	2
Ensure decodable reading books are matched correctly to Sounds-write units that are being taught in Reception, Year 1 and 2.		1 and 2
Ensuring staff accountability - Staff clear of children’s starting points and aware of targets set for pupils		3
Increase Parental engagement in reading by holding stay and read sessions in school	EEF Guidance report – preparing for Literacy – Working with Parents to support children’s learning.	6
Transition is well planned and pupils are prepared for the transition.	In the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils’ needs as soon as possible in order	1

	to put in place effective support to help those falling behind to catch up. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>	
High quality Verbal Feedback given to children by teachers and Teaching Assistants in Maths and Writing.	Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/</a> +8 months	1, 4 and 5

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

Budgeted cost: £16,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP champion to hear disadvantaged children read and monitor records to ensure that children are being heard read on a regular basis.	Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/</a>	1 and 2
Increase the frequency of hearing disadvantaged pupils read particularly those who are not being heard read at home.	In the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>	1 and 2
Small group behaviour intervention strategies.	-Education Endowment Foundation – Improving Behaviour in Schools. -Establish, Maintain, restore model -Identifying risk factors and Protective factors. -Behaviour Implementation model	3
Pre-teaching input in lessons for children who are at risk of falling behind.	In line with the research, early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. <a href="https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	2, 3, 4, and 5
Targeted phonic intervention sessions for those children who require small group input.	Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/</a>	2, 3, 4, and 5

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

Budgeted cost: £8,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brass / Woodwind Lessons Funding allocated for music lessons to enable disadvantaged pupils to access lessons from the music service.	Education Endowment Foundation - Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.	

	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	
Monitor attendance of disadvantaged children regularly.	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	6
Hold meetings with parents where a child's attendance is low.	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	6
Complete pupil premium review tool.	NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for "clear responsive leadership" where staff are held to account and strategies are identified to drive improved outcomes for pupils: <a href="https://www.nfer.ac.uk/publications/PUPP02/">https://www.nfer.ac.uk/publications/PUPP02/</a>	

**Total budgeted cost: £128,807**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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?	Please see reviewed Strategy 2021-22
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*