

# Pupil premium strategy statement

## Micklefield CE Primary Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	45
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Cook
Pupil premium lead	Caroline Loring

Governor / Trustee lead	Lindsay Demir
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,195
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,205
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges that they face, make at least good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maintaining at least good progress for those who are already high attainers.

At Micklefield CE Primary Academy, we believe that every child is unique and special. All members of staff, including governors and teaching assistants, accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a nurturing environment. We aspire to ensuring that all children in our care, including children who are considered to be 'socially disadvantaged', 'live life in all its fullness' and 'flourish' by offering stimulating and aweinspiring learning experiences, with our three Christian value (Hope, Faith and Love) at the heart of our curriculum.

### **Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths
- To act early to intervene at the point need is identified
- For all disadvantaged pupils in school to make or exceed nationally expected progress
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise their expectations of what they can achieve
- Enhance oral language skills so that all pupils (disadvantaged or not) engage in all aspects of school life equally
- Embed a rich and challenging curriculum, which ensures that children develop as collaborative, resilient learners.

High-quality teaching is at the heart of our approach, and support will be responsive to individual needs, rooted in robust diagnostic assessment.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions show that the attainment of our disadvantaged pupils is well below national expectations in reading, writing and maths.
2	Data analysis shows that progress for our disadvantaged pupils is well below the expected rates in reading, writing and maths.
3	Attendance data shows that attendance and punctuality for our disadvantaged pupils is lower than that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	A lack of enrichment and extra-curricular activities, due to COVID restrictions has led to SEMH issues in many of our children, particularly those who are disadvantaged.

## 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 outcomes in Reading	Disadvantaged pupils will achieve national average progress scores at the end of KS2
Improved outcomes in Writing	Disadvantaged pupils will achieve national average progress scores at the end of KS2
High quality teaching and improved outcomes across all foundation subjects	Disadvantaged pupils will achieve age-related expectations at the end of each key Stage
Improved attendance and punctuality for our disadvantaged pupils	Disadvantaged pupils will have an overall attendance rate in line with national
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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## 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: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Individualised instruction</a>	1, 2, 4
Full-time Teaching Assistants have been deployed in our Y4/5/6 class (48% of the class are disadvantaged) and in our Y1/2/3 class (44% of the Y1 cohort are disadvantaged)	Teaching assistants can provide a large positive impact on learner outcomes. <a href="#">Teaching Assistant Interventions</a>	1, 2, 4
High quality CPD across all curriculum areas, including subject knowledge and leadership	Substantial investment in professional development can impact positively on pupil achievement. <a href="#">Teacher Professional Development</a>	1, 2, 4

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of screening tools to support early identification of dyslexia and dyscalculia in our disadvantaged pupils	Screening tests can provide a reliable insight into identifying areas of need for our children, leading to the most effective targeted interventions being put into place. <a href="#">Individualised instruction</a>	1, 2, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: <a href="#">Oral Language Interventions</a>	1, 2, 4
Tutor tuition to deliver SATs Booster sessions for our Y6 cohort (47% disadvantaged)	<a href="#">Small group tuition</a>	1, 2, 4

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

Budgeted cost: £9,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of rewards to support and promote improving attendance and punctuality	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Providing instrumental tuition to Y3 and Y5 pupils, and opportunities for all children to participate in live concerts and musical events such as Young voices. Whole school singing taught by a professional	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. There is also some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.	5

music and theatre staff member.	<a href="#">Participation in the Arts</a>	
Educational visits and visitors to enhance the curriculum and experiences of our children, alongside providing opportunities to develop noncognitive skills.	Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime  <a href="#">Non-cognitive skills</a>	5
Behaviour interventions for our disadvantaged pupils to support with SEMH needs, including weekly groups delivered through Cluster support and individual interventions with ESLA.	Targeted interventions can have positive overall effects on pupil behaviour and well-being.  <a href="#">Behaviour Interventions</a>	4

**Total budgeted cost: £46,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

#### Highlights:

50% of our disadvantaged children in EYFS achieved GLD in July 2023, which was in-line with our non-disadvantaged pupils (also 50%).

40% of our disadvantaged pupils achieved 32+ in the Y1 phonics screening, compared to 36% of our non-disadvantaged pupils.

33% of our disadvantaged pupils achieved age-related expectations in Reading, and 33% achieved scale scores very close to 100 in Maths and SPaG. Whilst this was well-below the percentage of non-disadvantaged pupils who achieved ARE, 66% of our disadvantaged children had rather complex SEND needs and were not working at the level of the tests.

Absence among disadvantaged pupils was 7% higher than non-disadvantaged in 2022/23, which is a decrease of 3% in 2021/22 (10% higher) Whilst this figure evidences progress in attendance, this gap is still too large which is why raising the attendance of our disadvantaged pupils continues to be a focus in our current plan.

Our observations and assessments demonstrated that pupil behaviour continued to 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 results mean that we believe we are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. 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.