

# Micklefield Church of England Primary Academy – Pupil Premium Strategy 2022-2023

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	61
Proportion (%) of pupil premium eligible pupils	46.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022 – 2023 2023 – 2024 2024 – 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Emma Cook
Pupil premium lead	Caroline Loring
Governor / Trustee lead	Lindsay Demir

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38, 780
Recovery premium funding allocation this academic year	£4, 060
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£42, 840</b>

# 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 awe-inspiring learning experiences, with our three Christian values (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
Improved outcomes in Maths	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: £22,840

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 Y5/6 class (45% of the class are disadvantaged) and in our R/Y1 class (44% of the Y1 cohort are disadvantaged) We have used some of our funding to create full-time TA posts.	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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of screening tools to support early identification of dyslexia and dyscalculia in our disadvantaged pupils</p>	<p>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.</p> <p><a href="#">Individualised instruction</a></p>	<p>1, 2, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. Eg. Word Aware</p>	<p>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:</p> <p><a href="#">Oral Language Interventions</a></p>	<p>1, 2, 4</p>
<p>Recruitment of an Academic Mentor to support groups of our disadvantaged pupils.</p> <p>Teacher cover for ½ day per week to allow class teacher to deliver interventions for our Y6 children (30% disadvantaged)</p>	<p><a href="#">Small Group Tuition</a></p>	<p>1, 2, 4</p>

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

Budgeted cost: £10,000

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 and The Leeds International Piano Competition.	<p>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.</p> <p><a href="#">Participation in the Arts</a></p>	5
Educational visits and visitors to enhance the curriculum and experiences of our children, alongside providing opportunities to develop non-cognitive skills.	<p>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</p> <p><a href="#">Non-cognitive skills</a></p>	5
<p>Behaviour interventions for our disadvantaged pupils to support with SEMH needs, including weekly groups delivered through Cluster support and individual interventions with ESLA.</p> <p>ELSA training for 1 x TA</p>	<p>Targeted interventions can have positive overall effects on pupil behaviour and well-being.</p> <p><a href="#">Behaviour Interventions</a></p>	4

**Total budgeted cost: £42, 840**

## 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 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments confirm that our disadvantaged children performed highly in EYFS (75% GLD) and Y1 Phonics (100%)

At the end of KS1, our disadvantaged pupils performed highly in Reading (75%) and Maths (75%).

Despite receiving interventions, both from external providers and from school staff, the attainment of the school's disadvantaged pupils at the end of KS2 in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and the interventions used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic, particularly in our KS2 pupils. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 10% higher than their peers in 2021/22 and persistent absence 10% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour 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.