

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	85 (R – Y6)
Proportion (%) of pupil premium eligible pupils	34.1
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Cook
Pupil premium lead	Caroline Loring

Governor / Trustee lead	
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43, 935
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£43, 935

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 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 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 discussions with staff, incident reports observations and behaviour tracking indicate an increase in pupil's needs for behavioural support, particularly during lunchtimes and transitions.
5	Our assessments, observations and discussions indicate an increase in pupil's needs for social and emotional support. This is true of all pupils as well as our disadvantaged pupils.

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 Maths	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 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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

Budgeted cost: £34, 935

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: Individualised instruction	1, 2
A part-time HLTA has been deployed in our Y5/6 class, where 65% of the class are disadvantaged.	Teaching assistants can provide a large positive impact on learner outcomes. Teaching Assistant Interventions	1, 2
High quality CPD across all curriculum areas, including subject knowledge and leadership	Substantial investment in professional development can impact positively on pupil achievement. Teacher Professional Development	1, 2

Targeted academic support

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: Oral Language Interventions	1, 2

Wider strategies

Budgeted cost: £8,000

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 all pupils in KS2; opportunities for all children to participate in live concerts and musical events Singing lessons for KS2 pupils through the National Schools Singing Programme.	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. Participation in the Arts	5
Educational visits and visitors to enhance the curriculum and experiences of our children, alongside	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	5

providing opportunities to develop noncognitive skills.	academic outcomes, financial stability in adulthood, and reduced crime Non-cognitive skills	
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. Behaviour Interventions	4
Engage with the Young Peacemakers Project. Training for staff and Y5/6 children to support children to resolve their own conflicts through a 5-step mediation.	Targeted interventions can have positive overall effects on pupil behaviour and well-being. Behaviour Interventions	4

Total budgeted cost: £43, 935

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 2024/25 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Highlights:

EYFS: 50% of our disadvantaged children achieved GLD, which is an increase of 25% compared to 2024.

Our disadvantaged children out-performed the non-disadvantaged in KS2 Reading and SPaG in 2025, and the gap between the attainment of these groups has decreased since 2024 in these areas.

33% of our disadvantaged children achieved the expected level in Reading, Writing and Maths combined, compared to 0% of our non-disadvantaged children.

KS2	% of disadvantaged pupils at ARE 2025	% of non-disadvantaged pupils at ARE 2025	Gap difference	Average scaled score of disadvantaged pupils	Average scaled score of non-disadvantaged pupils	Gap difference
Reading	66.7	33.3	+33.4 ↑	97.67	96	+1.67 ↑
SPaG	33.3	33.3	0 ↑	100	97	+ 3 ↑

(the arrows indicate whether the gap between disadvantaged and non-disadvantaged has increased or decreased compared to 2024 data)

Attendance data for 2024 – 2025 shows that figures for our disadvantaged pupils (90.5%) were very much in-line with those of our non-disadvantaged pupils (92.4%). Whilst data indicates an improving picture, attendance overall remains too low, and continues to appear on our strategy plan.

Our observations and assessments demonstrated that pupil behaviour continued to improve last year, but challenges with a small number of children, and challenges in relation to wellbeing and mental health remain high.

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.