



Middlefirth Church of England Primary School 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	Middlefirth Church of England Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	14.8%
Proportion of pupil premium plus eligible pupils	4.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	David Swindells
Pupil premium lead	Mrs J Gordon
Governor / Trustee lead	Mrs L Southwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,800
Recovery premium funding allocation this academic year	£5800 – see separate plan for breakdown.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£69,600

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all children are provided with the means to make good progress across the curriculum, no matter their background. The pupils at Middleforth C of E Primary School, are from a range of differing social and economic backgrounds with differing starting points in learning and varying barriers. We aim to provide high quality support so that those barriers are fully identified to ensure all pupils at Middleforth can reach their full potential and are able to engage fully in all parts of school life.

This is achieved through a process of the 4-step cyclical model from the EEF

- 1 Diagnose our pupils' challenges and needs
2. Use strong evidence to support our strategy
3. Implement our strategy
4. Monitor and evaluate our strategy

This process forms the basis for high quality teaching which will not only benefit those children who are 'falling behind' but also the non-disadvantaged children too.

Challenges

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

Challenge number	Detail of challenge
1	Access to ICT for homework and home learning during the pandemic
2	School Attendance
3	Gaps in Reading, Writing, Maths and Phonics
4	Behavioural support
5	Social, Emotional and Mental Health

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 rates attainment and progress of those pupils entitled to Pupil Premium to ensure the gap is	<ul style="list-style-type: none">• Targeted intervention is used to ensure that PP pupils who are working below the standard

<p>closing between them and with their peers nationally in Reading, Writing and Mathematics</p>	<p>expected for their peers, are given the appropriate support</p> <ul style="list-style-type: none"> • Intervention support through the placement of additional Teaching Assistants throughout school in each class. • An educational psychologist and specialist teachers are bought in to set individual learning programmes. • Wave 3 Intervention provided by teaching assistants to include: intervention programmes such as Times table support, phonics support, Precision teaching. • Wave 2 group interventions e.g. phonics intervention, maths interventions and other closing the gap activities • A higher proportion of disadvantaged pupils are working at age related expectations in Reading, Writing and Mathematics. • 100% disadvantaged pupils make good progress • Pupil voice reflects a love of reading • Increased access to homework and home learning through use of ICT equipment.
<p>To provide behavioural, emotional and social support through a targeted nurture programme for those pupils who benefit from such support</p>	<ul style="list-style-type: none"> • An extensive nurture programme using our Pastoral worker is used to provide appropriate support to PP pupils. • Lunchtime support for pupils who struggle with long periods of unstructured time or building up effective friendships. • Less 'amber' and 'red' behaviour incidents • Pastoral support team identifies pupils in need of support and provides proactive approach to address areas of concern. • Pastoral support monitors attendance and seeks to support families in improving attendance.
<p>To provide enrichment opportunities for Pupil Premium pupils who may otherwise have little or no access to such activity. Not every child with PP will need access to academic or emotional support. Therefore, it is important we provide opportunities for pupils to enjoy curriculum activities with the aim of developing hobbies and personal interests.</p>	<ul style="list-style-type: none"> • We provide engaging forest school experiences for children with a key emphasis on developing speaking and listening skills, as well as social interaction and problem solving. • Educational visits can be funded by use of PPG if required to allow these children to experience our wider curriculum offer. • PPG pupils access afterschool clubs and enrichment opportunities.

	<ul style="list-style-type: none"> • Wraparound care for PPG children available to support with breakfast and afterschool provision • Wider opportunities music tuition for all pupils allows them to experience learning how to play a musical instrument.
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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: £ 30,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher led Phonics intervention</p> <p>Mrs Robinson to deliver catch up phonics sessions to small groups/individual children in addition to phonics in class.</p>	<p>The EEF – Phonics – Closing the disadvantage gap</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	3
<p>All classes to have at least one TA for core curriculum lessons</p>	<p>The EEF – Teaching assistants</p> <p>Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p>	3,4,5
<p>Teacher development to enable delivery of high-quality teaching and learning</p>	<p>The EEF guidance report on effective professional development (PD) suggests that mechanisms should be the focus when designing a PD programme. Therefore, we have designed our PD around revisiting prior learning, goal setting, providing feedback, and action planning</p>	3,4,5

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

Budgeted cost: £11,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use TAs to deliver high quality one-to-one and small group support using structured interventions. Additional hours for TA's to include 8:45-9:30	<u>The EEF – Teaching Assistants</u> Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	3,4,5
Where % of children eligible for PPG is higher, additional TA support provided in afternoons.	<u>The EEF – Teaching assistants</u> Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	3,4,5

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

Budgeted cost: £ 25,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Specialist Led	<u>The EEF – Forest School</u> Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.	4,5

Pastoral Lead monitors and supports attendance and behaviour	Engagement with strategies from https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities . Clear policy and procedure for persistent poor attendance.	2
Pastoral Lead to support children and families with emotional wellbeing through child led and family interventions.	<u>Social & Emotional Learning:</u> - EEF evidences that this approach has a positive impact, on average, of 4 months additional progress over a year - The average cost is low The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life.	5
Ensuring that all pupils who require support with ICT equipment have access to it.	EEF report into remote learning found that <i>Ensuring access to technology is key, particularly for disadvantaged pupils</i>	1,3,4,5
To provide pupils with curriculum enrichment opportunities.	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.	2,5

Total budgeted cost: £69,600

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.

It is clear that the COVID-19 pandemic has had a negative impact on our most disadvantaged children. Despite many of these children attending school, the gap has continued to grow. We believe this is down to; disrupted schooling, a lack of support at home, a delay in children receiving appropriate technology to access quality home learning and a high level of mental health issues amongst children and their parents.

Positively, the learning that happened pre-pandemic has been retained by the vast majority of our children, showing that our curriculum model and pedagogy is meeting the needs of our children. During the 2020-2021 academic year, we focused CPD on the science of learning and teachers now know why we teach what we do and how we should be teaching it. The lack of wider life experiences, reading and breadth of knowledge and understanding is a barrier to our children's learning.

During the disrupted academic year, we:

- Focused on improving teaching of phonics in KS1
- Adapted our curriculum to ensure that 'gaps' in learning were identified and planned for in subsequent years to allow the breadth of learning to continue across the curriculum.
- Focussed the first part of the autumn term on understanding the basic requirements for reading, writing and maths. This would allow the children to build upon this knowledge and move their learning forwards at an increased pace. However, the subsequent lockdowns limited the impact of this.
- EYFS- reception data showed that literacy was the weakest area. This was due to closure during lockdown and a high number of bubble closures meaning that all phonic sounds were not taught.
- Achievement at the expected standard across KS2 is very poor for RWM.
- Writing is the casualty of the pandemic. Children have not had the stamina to write to the standards expected in school.
- In addition to isolating and the national lockdown the PPG children have had to cope with changes of staff and children in the setting. Due to the nature of some of our more disadvantaged children who have SEN needs too this will have had an impact on their ability to focus on their work.
- Many of the children with PPG did not engage with the online provision in place, unless they were in school. Again, their needs have not been met due to lack of

parental support or the ability of parents and thus targets have not been met. The learning of these children has also been impacted by the social effects of lockdown some of the children have been through significant trauma.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.