

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Mickley Village Primary & Nursery School |
| Number of pupils in school | 41+ 13 in Nursery |
| Proportion (%) of pupil premium eligible pupils | 55.17% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | 1 st February 2024 |
| Date on which it will be reviewed | 15 th December 2024 |
| Statement authorised by | Full Governing Body |
| Pupil premium lead | Sara Street |
| Governor / Trustee lead | Lynn Beeson |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year (23/24) | £24735 |
| Recovery premium funding allocation this academic year (23/24) | £1422 |
| 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 | £26157 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the full breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context:

Our local area has Education and Skills Decile of 2 and is in the most deprived 10% in the country. Our PP percentage is 55.17%

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities
- Provide a family support worker/learning mentor.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupil's ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency. |
| 2 | Due to previous gaps in knowledge pupils achieved less well in English than in previous years and no child obtained Greater depth. |
| 3 | Pupils entering the EYFS with below average numeracy and literacy skills thus struggle to reach the expected standard in Mathematics. |
| 4 | Pupils vocabulary and knowledge is limited due to a lack of exposure to the wider world and life experiences, which impacts significantly on their ability to access all aspects of the curriculum. |
| 5 | A small number of pupils are unable to self-regulate and manage emotions in an age appropriate way. |
| 6 | Attendance is below national subsequently absence is monitored closely and interventions/ support put in place. |

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 ensure all PPG pupils make accelerated progress in English to narrow the gaps. | Data outcomes will improve for identified pupils. |
| Continuation of Little Wandle Letters and sounds maintains an increase in pupils passing the Phonics Screening Test in Y1 | Three year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation. 2023 – 89% of PP children passed. |

| | |
|--|---|
| All pupils without other complicating factors are confident readers by the end of KS1. | Monitoring by the English Hub identified that all pupils are reading a phonologically matched book. |
| Increase the percentage of children reaching the expected standard in Mathematics bringing it in line with national average. | The school follows the White Rose structure for it's Math's planning. There is a structured approach followed by all staff in all classes. Termly pupil progress meetings identify any pupils who may be at risk of falling behind. The Math's Lead undertakes a detailed analysis of the NFER test to ensure that gaps are identified and interventions can be appropriately targeted. |
| Pupils achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained. | The school is currently working hard to ensure that pupil voice shows the children have a greater understanding of the world around them. |
| Attendance for pupil premium children improves and persistent absence reduces. | The gap for PPG children will reduce year on year. |

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: £ 9289

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Essential Little Wandle Letters and sounds training | Whilst last year's phonics data improved significantly, the school needs to continue to ensure this is maintained for more than 1 year as internal data shows that lock-down and absences from school for extended periods have had an impact on the younger children significantly. Individual interventions are in place for phonics (EEF teaching assistant interventions). | 1, 2, 3 |
| Purchase more Little Wandle (Collins Big Cat) books to support reading and reading groups | A full range of Little Wandle books and an extended range of the Big Cat books have been purchased. As the schools transitions to a primary school, more books have been purchased for our KS2 children so they can access reading at a higher level. | 1, 2, 3 |
| Purchase the White Rose resources for Mathematics | A whole school approach is now in place for the teaching of Maths. This has ensured greater consistency which includes more opportunities for problem solving and reasoning. Data is now being analysed to ensure that next steps and gaps are identified and addressed. Teaching Assistant support provides regular effective feedback in lessons (EEF Research) which is having maximum impact on the children. | 3 |
| Purchase schemes of work to support children in the foundation subjects. | A structured scheme with clear progression documents and key vocabulary is beginning to enable the children to begin to understand the wider world in which they live.. | 4 |

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

Budgeted cost: £10,751.30

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------|---|-------------------------------|
| Extra support in Y1/2/3/4 | <p>Mathematic data is well below the national average and needs to be brought back in line.</p> <p>Phonics data was superb for PP children in 2023, and the trend needs to continue.</p> <p>Pupil voice shows that knowledge and vocabulary in the foundation subjects is low and needs to be improved. EEF Mentoring and 1:1 tuition</p> | 1,2,3 & 4 |

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

Budgeted cost: £6116.70

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Subsidised Visits/Visitors Free clubs | Index of Multiple Deprivation at 1.5. Many pupils do not have access to activities which promote cultural capital. | 4 |
| Employ Learning Mentor / Family Resource worker part-time to look at attendance & support families | Attendance of some PP children is below expected levels and therefore the Learning Mentor is able to support those hard to reach families. | 6 |
| Learning Mentor working with children 1:1 and in small groups | A small of our pupils are not working at their right time age for their emotional development. | 5 |

Total budgeted cost: £26157

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 2022 to 2023 academic year.

| | All | Pupil Premium |
|---------------------|-----------|---------------|
| Reading Exp | 25% (68%) | 0% |
| Reading GDS | 0% (19%) | 0% |
| | | |
| Maths Exp | 13% (70%) | 0% |
| Maths GD | 0% (16%) | 0% |
| | | |
| Writing Exp | 25% (60%) | 80% |
| Writing GDS | 0% (8%) | 0% |
| | | |
| Combined Exp | 13% | 0% |
| Combined GDS | 0% | 0% |
| 2023 National (XX%) | | |
| | | |
| Y1 Phonics | 32+ | |
| All | 89% (79%) | |
| PP | 83% | |
| 2023 National (XX%) | | |

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 |
|-----------|----------|
| N/A | |
| | |

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)

We work with Aldi and Greggs Foundation to provide breakfast for every child and foodbank facilities for our families. A healthy start is provided for every child who wants to access this.