

Mickley Village Nursery and Primary School

Pupil premium strategy statement

This statement details our school's use of pupil 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	67
Proportion (%) of pupil premium eligible pupils	61%
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 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Vessey
Pupil premium lead	Sara Street
Governor / Trustee lead	Victoria Fawcett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510.00
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>	£51,510.00

Part A: Pupil premium strategy plan

Statement of intent

At Mickley Village Primary and Nursery School, we are committed to delivering a high-quality education that recognises and supports every pupil as an individual. We offer bespoke packages of support tailored to specific needs, ensuring that all children are empowered to thrive. We are equally committed to promoting equality of opportunity by fostering a culture of respect, tolerance, and understanding of individual differences, abilities, needs, and beliefs.

Our strategy is designed to address the primary barriers faced by disadvantaged pupils through strategic planning and targeted interventions. These efforts are focused on securing academic success and personal growth for all.

This three-year strategy is subject to annual review to ensure it remains responsive and effective. We actively monitor pupils to ensure every child can access a rich, broad, and balanced curriculum regardless of need.

To ensure the effectiveness of our strategy, we commit to:

- Early intervention at the point of identified need
- Whole-school accountability, where all staff share responsibility for the progress and outcomes of disadvantaged pupils and uphold high expectations of their potential.

Context and Rationale

Mickley Village Primary and Nursery School serves a community facing significant socio-economic challenges. Unemployment in the area exceeds both county and national averages, and many families require financial support. The school's location deprivation indicator places us in quintile 5—the most deprived category nationally.

We recognise that complex family circumstances and external factors can hinder a child's ability to thrive academically and emotionally. These challenges are diverse and multifaceted; there is no "one size fits all" solution. Our approach to Pupil Premium funding is rooted in deep understanding of our pupils' lived experiences.

Strategic Objectives

- Our aspirations for disadvantaged pupils are ambitious and inclusive. We aim to:
- Remove barriers to learning caused by poverty, family circumstances, and background.
- Eliminate the attainment gap between disadvantaged and non-disadvantaged pupils—both within our school and nationally.
- Aim for all disadvantaged pupils to meet or exceed nationally expected progress rates.

Aim for all pupils to write coherently and accurately, with the use of a wider range of vocabulary for composition and effect.

- Build pupils' confidence in communicating effectively across diverse contexts.

- Support pupils' social and emotional wellbeing and foster resilience.
- Provide broad opportunities for pupils to explore and understand the world around them.

Implementation Strategy

We will achieve these goals through:

- Frequent tracking of children's academic progress to identify pupils in need of support.
- A range of interventions are delivered by trained staff tailored to all four areas of need.
- Ensuring teaching and learning opportunities are inclusive and responsive.
- Close monitoring of attendance and targeted support for vulnerable learners.
- Access to pastoral care and sign-posting mental health services.

We understand that not all pupils who receive Free School Meals are socially disadvantaged, and not all socially disadvantaged pupils qualify for Free School Meals. Therefore, we reserve the right to allocate Pupil Premium funding to any pupil or group identified through our needs analysis as requiring support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Language</p> <p>Pupil Premium (PP) and disadvantaged children, on average, demonstrate lower attainment and slower progress rates compared to their peers. These pupils often exhibit significant knowledge gaps and struggle with the retention and recall of prior learning. Contributing factors include speech and language difficulties, limited exposure to a broad vocabulary, and reduced emotional resilience. Notably, 46% of our pupils with Special Educational Needs (SEN) present with speech, language, and communication challenges.</p> <p>Children from socio-economically disadvantaged backgrounds frequently lack the breadth of vocabulary, general knowledge, and foundational skills necessary for academic success. Many have limited life experiences beyond their home and immediate community, with restricted ac-</p>

	<p>cess to books, libraries, and digital resources such as computers and internet connectivity. For some, experiences outside their local environment are virtually non-existent.</p> <p>These limitations in language development—particularly in speech and vocabulary—adversely affect reading comprehension and the acquisition of higher-order literacy skills, including inference and the ability to identify viewpoints. Disadvantaged pupils are less likely to engage in activities that incur costs, such as travel, enrichment programmes, or the purchase of optional materials and specialist equipment. Consequently, they often miss valuable enrichment opportunities that support holistic development.</p>
2	<p>Writing</p> <p>Assessment data indicates that disadvantaged pupils, including those eligible for Pupil Premium (PP), experience greater challenges in writing compared to their peers. These difficulties hinder their development as confident and fluent writers.</p> <p>PP pupils often present with significant knowledge gaps and struggle with the retention and recall of prior learning. The pandemic has intensified these challenges for many (current year 5 and 6 2025) further impeding their academic progress and deepening existing inequalities.</p>
3	<p>Other Curriculum Areas, including Mathematics</p> <p>Across the wider curriculum, including mathematics, the overall progress of pupils eligible for Pupil Premium (PP) is consistently lower than that of their non-PP peers.</p> <p>Assessment indicates that children's on entry data is significantly below. Children are lacking in basic every day mathematical language, such as Nursery Rhymes, shape, space and measure. Further on in school, challenges such as recall and calculation contribute to lower attainment.</p>
4	<p>Family support including attendance</p> <p>Engagement with pupils and their families has highlighted a range of social and emotional challenges affecting many within our school community. These issues often extend beyond the classroom and can significantly influence pupils' ability to thrive academically.</p> <p>We place a strong emphasis on promoting good attendance, recognising that persistent absence is a substantial barrier to achievement for some pupils. In response to increased safeguarding risks, we maintain a vigilant and proactive approach to ensure the safety and welfare of all children.</p> <p>Supporting the social, emotional, and mental health needs of our pupils is a core priority. We are committed to ensuring that these factors do not hinder academic progress, and we continue to implement targeted interventions and pastoral support to foster resilience, wellbeing, and readiness to learn.</p>

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
<p>Communication SEND / PP</p> <p>Early oral language skills and vocabulary to be strengthened amongst all pupils, with targeted interventions for the disadvantaged.</p> <p>Vocabulary instruction embedded within all lessons across the curriculum. EYFS to map and deliver key vocabulary across all areas of learning underpinning the school curriculum.</p> <p>Ensure staff continue to deliver high quality synthetic phonics. Cultural capital to be expanded within the curriculum to encourage opportunities to widen experiences and associated vocabulary.</p>	<p>High quality teaching and oral rehearsal opportunities embedded in the curriculum. Oracy and discussion to be included with the new writing curriculum.</p> <p>Key curriculum vocabulary identified for each subject and used in lessons, mapped on long term plans.</p> <p>Staff training to remain up to date on the delivery of phonics and early reading skills.</p> <p>EYFS to display key vocabulary across all areas and staff to plan and engage in interaction through play, using and modelling articulation and vocabulary.</p> <p>SEND interventions to be mapped with focus on speech and language.</p> <p>High quality first teaching in place in all classrooms</p>
<p>Writing</p> <p>Attainment in writing to increase in relation to FFT50 targets for each year group. Writing interventions and first quality teaching to support the most vulnerable closing the gap between the non-disadvantaged and disadvantaged. Clear well sequenced and progressive English curriculum in place, making carefully links between topics and subjects. An embedded handwriting scheme in place. Vocabulary focus and opportunities for 'writer talk' and oral rehearsal planned for in English lessons. Opportunities in EYFS and disadvantaged for physical literacy to improve fine and gross motor skills. Moderation of assessments in key year groups to ensure standards are in line with expectations (New Y6 cohort 2025).</p>	<p>Literacy Tree implemented and embedded within all year groups.</p> <p>Spellings and handwriting programme in place, sequenced and progressive.</p> <p>Moderation opportunities planned to ensure standards are in line with national expectations.</p> <p>Standardised assessments in place to track disadvantaged children's progress.</p> <p>Vocabulary clearly taught, used and modelled from Nursery to Year 6.</p> <p>Attainment to rise in outcomes in line with robust FFT50 targets.</p> <p>TA's used effectively to support the most disadvantaged through carefully targeted interventions and addressing SEND needs.</p> <p>EYFS and Y1 using plausible phonetical attempts to spell.</p> <p>Quality text spine.</p> <p>EYFS to embed physical literacy and to be extended to the disadvantaged with SEND</p>
<p>Wider curriculum</p> <p>To close the gap in progress in maths between the non-disadvantaged and disadvantaged. TAs deployed carefully to work with PP children with SEND. TT Rockstars and</p>	<p>Gaps in progress between non-disadvantaged and disadvantaged to close.</p> <p>Fluency and arithmetic is supported by TAs and planned for in lessons, allowing children to access assessment.</p>

<p>Numbots to be planned into the delivery of maths to consolidate fluency and place value. The foundation curriculum to include wider opportunities to develop cultural capital and vocabulary.</p>	<p>EYFS to underpin early maths language, evident in transition to Year 1 and the number of children achieving GLD. Disadvantaged children having the opportunity to experience wider opportunities. Clubs and trips offered to PP children. PP funding used to support the disadvantaged allowing them to access trips</p>
<p>Family support including attendance. Ensuring children's basic needs are met so that they can thrive in school. Family liaison officer employed to support families. Attendance to be in line with national, aspirational target of 96%. A clear and structured approach to managing and supporting attendance shared with families and upheld by the school. Pastoral support to foster resilience well-being and readiness to learn.</p>	<p>Financial advice and support offered to families via the Family Liaison Officer (FLO). Signposting offered to families for counselling, food banks and other services. FLO to support and monitor attendance, targeted support in place for persistent absenteeism. Persistent absence to reduce. FLO to work with and deliver pastoral interventions with key PP children.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ covered in other budgets

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will strengthen mathematics provision through targeted investment and professional development. This includes subscriptions to TT Rock stars and White Rose, alongside access to standardised assessments to provide reliable insights into pupil attainment. The Maths Leader will deliver training to ensure these programmes are implemented effectively and used to inform teaching and intervention. In addition, the Maths Lead will participate in subject leader meetings to share best practice and disseminate knowledge across the school, ensuring a</p>	<p>Standardised assessments will be utilised to provide reliable insights into the specific strengths and areas for development of each pupil. The outcomes of these assessments will inform targeted interventions and guide teacher instruction, ensuring that pupils receive the most appropriate and effective support to accelerate progress and close attainment gaps.</p>	<p>3</p>

consistent and evidence-based approach to mathematics teaching.		
Working alongside the English Hub to work to develop a consistent approach to teaching writing. Resources will be utilised effectively to structure sessions and to provide first quality teaching structures.	English Hub Support sessions	2
Metacognitive approaches and retrieval practice will underpin classroom planning and pedagogy. These evidence-based strategies will engage all pupils actively in their learning and strengthen their capacity to transfer knowledge into long-term memory. By embedding these practices consistently across the curriculum, we will enhance pupils' independence, deepen understanding, and secure sustained progress, with particular focus on closing gaps for disadvantaged learners.	EEF evidence Toolkit: Metacognition = +7 months.	1, 2, 3
We will establish a whole-school focus on embedding high-quality assessment and feedback practices. Teachers will be invested in monitoring and evaluating the consistency and impact of these approaches, incorporating pupil voice to ensure that feedback is meaningful and supports progress. This strategic emphasis will strengthen teaching and learning, promote pupil engagement, and secure improved outcomes across all groups, with particular attention to closing attainment gaps for disadvantaged learners.	EEF evidence Toolkit: Feedback = +6 months.	1, 2, 3

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

Budgeted cost: £22972.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Squiggle while you wiggle Dough Disco / Dyslexia intervention programme Purchase resources, fund ongoing staff training and release time to deliver quality interventions.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised Instruction = +4 months. One-to-One Instruction = +5 months.	2

	Metacognition and Self-Regulation = +7 months. Teaching Assistant Supervision = +4 months Small Group Tuition = +4 months.	
Additional speech and language support and interventions	Teacher assessment of gaps in key vocabulary and prior learning.	1 and 2
Tracking systems and standardised assessments will be utilised to identify pupils requiring targeted curriculum intervention. Data will be analysed to highlight specific gaps in knowledge and skills, enabling staff to deliver precise, evidence-based support. This approach will ensure that interventions are matched to individual needs, accelerate progress, and reduce attainment gaps, particularly for disadvantaged learners.	Trust standardised assessment and reporting used in school. Pupil progress meetings. FFT new system adopted EEF – Teaching and Learning Toolkit: One-to-One Instruction = +5 months. Small Group Tuition = + 4 months.	1, 2, 3
Catch up tutoring in Y1 – Y6	Internal data to identify attainment of pupils and track PP children	1, 2, 3

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

Budgeted cost: £ 32052.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and wellbeing will be strengthened through the support of the Family Resource Worker, who will work directly with families to improve attendance and provide targeted support for individual pupils. This role will ensure that barriers to learning are addressed, pupils' wellbeing needs are met, and families are engaged in strategies that promote consistent school attendance and positive outcomes for vulnerable learners.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A Tiered Approach to Spending Improved attendance impacts upon achievement - Working together to improve school attendance (Gov)</p> <p>The Pupil Premium is not just about academic attainment—it also links to long-term health and well-being outcomes EEF research</p> <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = +4 months.</p>	4
<p>We will provide targeted resources to disadvantaged pupils to remove barriers to learning and ensure equitable access to educational opportunities. This support will include the provision of essential equipment such as SATS revision and financial assistance with educational visit fees. By addressing these practical needs, we will promote inclusion, enhance engagement, and enable all pupils to participate fully in the curriculum and wider school life.</p>	<p>Removing potential barriers to participation increases attendance.</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium</p>	1,2,3 and 4
<p>Cover for CPD and existing members of Mickley Village Primary and Nursery School staff predominantly provide staff absence. This approach ensures continuity of</p>	<p>Pupil voice indicates that children feel more secure and engaged when taught by familiar staff who understand established routines and</p>	1,2,3

<p>provision, maintains consistency in classroom practice, and minimises disruption to pupils' learning. By utilising internal capacity, the school is able to sustain high-quality teaching while managing resources efficiently and effectively.</p>	<p>boundaries. This consistency supports positive relationships, promotes effective behaviour management, and creates a stable learning environment in which pupils can thrive. By prioritising continuity of staffing, the school aims to strengthen pupil confidence, enhance engagement, and maximise learning outcomes, particularly for vulnerable and disadvantaged learners.</p>	
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Total budgeted cost: £ 55024.44

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of year results for PP children (2025); EYFS 37.5% of PP children achieved GLD (3 children) Year 1 Phonics 86% of PP children achieved the standard (6 children) Year 2 Phonics Resit 33% of PP children achieved the standard score (1 child) Year 2 Reading 14% of PP ARE+, Writing 14% PP ARE+, Maths 28% PP ARE+ 7 children

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Literacy Tree	Literacy Tree
TT Rock stars	Maths Circle
Numbots	Maths circle
Nessy	Nessy Learning (Phonics)
Phonics based reading books	Collins Big Cat
Little Wandle Letters and sounds	Little Wandle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.