

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	Middleton Primary
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	8% (45 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Roberts Head teacher
Pupil premium lead	Ellis Higgs Assistant Head teacher
Governor / Trustee lead	Sam Summers Lead for Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,739
Recovery premium funding allocation this academic year	£5,979
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,268
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	£73,986

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy at Middleton is to ensure our disadvantaged pupils, and all of our pupils from a disadvantaged background, leave Middleton as confident individuals who are ready for the next phase of their education and to become responsible citizens in 21st century Britain. All of the support and actions outlined in this statement have been carefully planned in order to consider the challenges faced by these children. They will gain wider knowledge of the world around them through a carefully constructed curriculum and real life experiences and will have aspirations similar to or above those of their peers.

The support identified is in addition to high quality first teaching, which is proven to have the greatest impact on closing the disadvantaged attainment gap and is essential in trying to achieve the goals set out in the statement.

Our plans will be focused on pupils' individual needs, as well as using detailed analysis of the schools data to address common trends to enable specific support for disadvantaged children.

To ensure these are effective, the school will:

- Encourage disadvantaged children to become confident citizens and that they are supported to access the same opportunities at Middleton as their peers
- Ensure disadvantaged children are tracked and monitored closely using data points to identify areas of need
- Use data, teacher assessment, Pupil Progress Meetings and regular monitoring of data to intervene early and identify appropriate support for our disadvantaged children Constant review of disadvantaged pupils work to enable a whole school approach to raising outcomes and ensure they are challenged in the work they are given
- Monitor and target specific disadvantaged children to take part in the Commando Joe's Learning Behaviours Programme that will support and develop disadvantaged children's learning behaviours and attitudes to learning.

Challenges

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

Challenge number	Detail of challenge
1	Phonics and reading: A high proportion of disadvantaged children are being outperformed by their peers in reading and/or phonics. Therefore, there is a need for a robust 'keep up' phonics programme in KS1 and for a 'catch-up' phonics and reading programme in KS2.
2	Catch up: The levels of engagement with remote learning and in school education varied during the pandemic. As a result, there are some children that need to catch up so they are working at age related expectations and making expected progress in specific areas of the curriculum.
3	Multiple Barriers to learning: some disadvantaged children also have SEND, or LAC or CIN/CP need.
4	Learning behaviours: Levels of resilience and positive attitudes to learning has been notably impacted due to the pandemic. Therefore many children in the school and a proportion of disadvantaged children need support in improving their learning behaviours.
5	Lack of enrichment opportunities: Opportunities for children to enhance their learning and cultural experiences have been very limited during the pandemic, therefore the school needs to create a variety of co-curricular clubs and cultural capital experiences across the school.
6	Attendance and punctuality continue to be a challenge for some of our disadvantaged children. The schools seeks to improve attendance figures as 25% of our disadvantaged children have less than 90% attendance.

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 language and reading skills and increased knowledge of phonics among disadvantaged children.	Data from assessments, lesson observations, deep dives in reading/phonics, discussions with staff and children etc. show improved language skills and knowledge of phonics among disadvantaged children. Children meet the requirements for Y1 phonics check and additional assessments in Y2 and KS2 for phonics and Accelerated Reader

<p>To ensure that all disadvantaged children with additional barriers to their learning catch up and make at least expected progress in line with their peers in reading, writing and maths and meet the requirements of the Y1 phonics check and Y4 multiplications check.</p>	<p>All disadvantaged children will be identified and supported through:</p> <ul style="list-style-type: none"> • quality first teaching • Specific interventions targeting the children's needs • Access to resources to enable them to access remote learning at home and in school • Increased frequency of data in areas where children were not making expected progress • Personalised learning plans • Disadvantaged children to be a focus during PPM's
<p>Improved learning behaviours and attitudes to their learning.</p>	<p>Through observations and discussions with staff and pupils, the attitude to learning and application of learning behaviours will lead to improved confidence and attitude to learning.</p> <ul style="list-style-type: none"> • Child engagement in the Commando Joe's programme is high • Parental involvement is strengthened • Staff training to enhance the confidence of our teachers in delivering the teacher led programme successfully. • Disadvantaged children to receive mentoring opportunities and regular feedback. • Tracking of children from a baseline assessment
<p>Increase enrichment opportunities for our disadvantaged children</p>	<p>Outcomes for disadvantaged children will continue to rise through opportunities for pupils to be recognised as confident members of their class and the school community.</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged children to take part in co-curricular activities at school • Teachers to support disadvantaged children to take part in leadership roles including school council, pupil voice, Learning Behaviour Ambassadors, Buddies (Y6), Junior Librarians
<p>To achieve and sustain improved attendance for our disadvantaged children and ensure the disadvantaged children's attendance figures are above 90%</p>	<p>There will be a focus by Pupil Premium Lead on the attendance and punctuality of disadvantaged children. Attendance will be carefully tracked and monitored by Pupil Premium Lead</p>

	<ul style="list-style-type: none"> • Pupil Premium Lead will support parents to offer guidance and provide opportunities to improve attendance through breakfast clubs and co-curricular clubs
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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:

- HLTA and TA group intervention support- £31,000
- Commando Joe's instructor led programme- £11,000
- Commando Joe's teacher led programme- £1,500
- Little Wandle Phonics Keep up Interventions - £1,125
- Accelerated Reader Programme- £5,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics: Little Wandle Phonics Scheme keep-up intervention LW phonics training for those staff new to school/new to phase Phonics leader to evaluate effectiveness of phonics intervention teaching for disadvantaged children in each class N-Y2, to plan appropriate remedial actions, monitor impact.	<ul style="list-style-type: none"> • The Rose report. • DFE reading framework. • Reading from key topical professionals such as Christopher Such • Phonics toolkit EEF DfE accredited phonics programmes. • Phonics strategies, EEF T&L toolkit 	1,3
Reading: Accelerated Reader Programme Interventions for disadvantaged children	<ul style="list-style-type: none"> • Action research through impact cycles, drawing on research from: 	1,2,3

that require it to enable them to keep up and catch up.	Comprehension , EEF T& L toolkit Primary reading ed EEF whole class reading, oral language interventions and feedback	
Maths: Provide interventions and fund resources for disadvantaged children to enable them to achieve in line with their peers.	<ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • EEF T &L toolkit, mastery teaching • EEF T &L toolkit- Interventions 	2,3
Writing: Raising attainment in writing by focused interventions for disadvantaged children	<ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • Chris Quigley- Writing through the curriculum 	2,3
Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need to catch.	<ul style="list-style-type: none"> • Research from EEF, T & L toolkit • Closing the gap, Andrews, Robinson and Hutchinson 	1,2
Commando Joe's Instructor and teacher led intervention	<ul style="list-style-type: none"> • Action research through impact cycles, drawing on research from: • Research from EEF on collaborative learning approaches, Metacognition and self-regulation approaches 	4,5,6

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

Budgeted cost:

- Teacher/HLTA/TA time; budgeted into direct time-£7,434
- TT Rockstars subscription-£168
- Spellzone subscription-£349

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pupils who need to catch-up</p> <ul style="list-style-type: none"> • Disadvantaged Children (DC) meetings – TL’s will be accountable for input from HLTAs – impact measures will drive provision. • TL’s will be accountable for outcomes and provision, through agreed timetables of support for disadvantaged pupils • Individual Provision maps for all pupils who need to catch-up, focus on gaps in writing, reading and maths, individual feedback and targeted small group interventions 	<ul style="list-style-type: none"> • Teacher efficacy. Hattie Visible learning • Feedback EEF T&L toolkit • SEN feedback and support through PPM’s 	2,3
<p>Disadvantaged and cognitive SEN</p> <p>Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps)</p> <ul style="list-style-type: none"> - Individual Pupil Provision shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised - Communication passports shared with TA’s and class teacher 	<ul style="list-style-type: none"> • EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND 	2,3
<p>Disadvantaged pupils to have access to same resources as their peers</p> <ul style="list-style-type: none"> • Every disadvantaged pupil given their own IPad to be able to access online learning at home. • Access to TT Rockstars. AR scheme and spellzone 	<ul style="list-style-type: none"> • EEF toolkit and research linked to early interventions 	2,3
<p>Disadvantaged children to be given focused support through Commando Joe’s</p>	<ul style="list-style-type: none"> • EEF toolkit linked to metacognition and self-regulation. 	4,6

<p>breakfast club and after school club once a week</p> <ul style="list-style-type: none"> • Focus on learning behaviours and positive attitude to learning • CJ's learning mentor available for children to access 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

- Breakfast and afterschool club- £1,000
- Puzzle Club- £3,000
- Pupil Premium Co-curricular experience support-£1,000
- Residentials-£5,000
- Uniform-£1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social interactions, all disadvantaged pupils</p> <ul style="list-style-type: none"> • Each disadvantaged pupil will have a pastoral mentor with their year group (member of staff) • Each PP pupil will be have access to after school clubs including sport and music • Teachers to monitor and evaluate impact of opportunities • Residential school trips fully funded for Years 3,4,5, & 6 <ul style="list-style-type: none"> • Focus on Well-being through pastoral care team and Commando Joe's • Co-curricular clubs and access to BC/ASC and holiday 	<ul style="list-style-type: none"> • Newcastle university(Nuffield foundation) after school clubs and academic performance • Music in school – sound partnerships • The importance of music -DfE • ArtsEd research, music and academic performance • SEL – EEF 	<p>4,5,6</p>

<p>care as well as puzzle club at lunchtimes</p>		
<p>To improve attendance so that it is in line with all pupils. Specific target on those 25% of Disadvantaged children that have attendance figures below 90%</p> <ul style="list-style-type: none"> • Disadvantaged Lead to review attendance / punctuality (at least weekly) of vulnerable pupils and lag concerns to DHT/AHT • Teachers to proactively engage with parents / carers re attendance / punctuality both formally and informally • Teachers to devise strategies to overcome related issues <ul style="list-style-type: none"> • Attendance administrator to be tenacious in the tracking and following up of non-attendance. Follow up with attendance team, meeting with parents for all PP pupils who drop below 90%. Half-termly tracking of all PP (SEND and CP/CIN) pupils. <p>Raise the profile of this group through communication with teachers, leaders and governors.</p>	<ul style="list-style-type: none"> • Improving attendance, the key for school leadership summary of research and case studies • EEF T&L toolkit, parent engagement 	<p>6</p>
<p>Increase enrichment opportunities for the whole school but especially for our disadvantaged children</p> <ul style="list-style-type: none"> • Increased opportunities and support for PP children to take up leadership roles within school such as Learning Behaviour Ambassadors, School Council and Pupil Voice • Pastoral care team and class teachers to offer 	<ul style="list-style-type: none"> • SEL – EEF • Sutton Trust, promoting access to schools and • EEF- Metacognition and regulation strategies. 	<p>5</p>

<p>support with applying for leadership roles within the school.</p> <ul style="list-style-type: none">• Commando Joe's instructor to mentor children once a week to help improve learning behaviours		
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Total budgeted cost: £ 68,995

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils in core subjects was lower than in the previous 2 years in certain year groups. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

All disadvantaged children in Years 1, 3 and 6 made expected progress in all core subjects.

Year 5 (10)	Subject	Cohort % at least 'On track' progress	Vun Gp % at least 'On track' Progress	Difference?	Cohort At least EXS1 Attainment	Vun Gp At least EXS1 attainment	Difference?
	Reading	78.0%	60.0%	-18.0%	84.0%	50.0%	-34.0%
	Writing	82.0%	90.0%	8.0%	81.0%	60.0%	-21.0%
	SPAG	N/A	N/A	N/A	82.0%	50.0%	-32.0%
	Maths	84.0%	50.0%	-34.0%	77.0%	50.0%	-27.0%

The data above highlights that year 5 were effected the most during the pandemic in Reading and Maths for expected progress. There was a considerable difference in terms of expected attainment in all areas of the curriculum. These children will be supported and targeted throughout Year 6 to ensure the gap is closed.

Year 3 Subject	Cohort	Vun Gp	Difference?	Year 4 Cohort	Vun Gp	Difference?
	At least EXS1 Attainment	At least EXS1 attainment		At least EXS1 Attainment	At least EXS1 Attainment	
Reading	79.0%	50.0%	-29.0%	71.0%	66.0%	-5.0%
Writing	73.0%	33.0%	-40.0%	85.0%	100.0%	15.0%
SPAG	86.0%	75.0%	-11.0%	59.0%	67.0%	8.0%
Maths	71.0%	0.0%	-71.0%	80.0%	67.0%	-13.0%

The above figures show that disadvantaged children in Years 3 and 4 were significantly behind their peers for attainment in all subjects in Year 4 and in Reading and Maths for Year 3. There will be a specific focus on these children for the academic year of 2021-22.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, through our substantial online offer and the offering of places in school for our vulnerable and disadvantaged pupils. Only 26% of our disadvantaged children decided to take up a place in school to support with the learning, therefore making it difficult to monitor the impact the online learning was having on the children's progress.

Due to the fact that 74% of our disadvantaged children did not take up a place at school during lockdown, along with the fact that 25% of disadvantaged children have attendance figures below 90%, attendance will be a focus on this plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required in the form of additional Commando Joe's sessions for disadvantaged pupils, before and after school. We are building on that approach with the activities detailed in this plan and continue to monitor the impact this intervention and programme will have on our disadvantaged children.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective collaborative learning approaches through 'Magenta Principles'. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continue to embed the effective use of feedback through training of teachers, HLTA's and TA's across the school and research projects linked to feedback. . [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a wide range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.