

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	Mickley First
Number of pupils in school	98 (88 in school)
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022 July 2022 December 2022 April 2023 July 2023 December 2023 April 2024 July 2024
Statement authorised by	A Hudson Headteacher
Pupil premium lead	Lynsey Briddock Deputy Headteacher
Governor / Trustee lead	Amy Furniss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14082
Recovery premium funding allocation this academic year	£2000
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	£16082

Part A: Pupil premium strategy plan

Statement of intent

We are a small village school, with our own nursery and mixed age classes. Whilst we are a small school, we are determined to provide the right support to all our pupils, regardless of ability or background. Our school philosophy is centered around our 5R's - Resilience, Respect, Resourcefulness, Responsibility & Rights.

We aim to provide the right environment, support and opportunities for all pupils to flourish and achieve their potential, whatever their ability, including those who are already high attainers. We consider all our vulnerable learners, including those who are looked after children, pupils with social service involvement and children with more challenging home circumstances. We have a broad programme of interventions that target all pupils and enable them to make the progress they are capable of and that this is sustained throughout their time at Mickley.

We focus on Quality First Teaching, we believe this is the most genuinely inclusive way and where all pupils have access to experienced and qualified teachers, with the same and equal access to adult support to address particular needs. We have planned programme of CPD that ensures staff have access to training in each curriculum area and that all staff (teachers and support staff) play a role in the ongoing learning of all pupils. All pupils have access to the teaching within their year group and where necessary they have additional planned opportunities, identified through teacher assessment to consolidate learning.

We have identified pupils to access the National Tutoring Programme and to benefit from the School Led Tutoring initiative. Qualified teachers are delivering interventions to pupils across all year groups where gaps in knowledge or skills are apparent.

All staff involved in teaching and learning work as part of a team, with some staff having more expertise as a result of training, which is used as appropriate to support pupils in all age groups. We aim to:

- Identify pupils' needs early through a range of assessments and support from external agencies where necessary in order to target support.
- Ensure pupils are challenged and that opportunities are not limited with pupils having an equal access to a range of exciting opportunities.
- Staff are ambitious for all pupils irrespective of need or background, positive relationships with families are important and help staff understand the whole child.

Challenges

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

Challenge number	Detail of challenge
1 Phonics/reading	Observations, assessments and discussions indicate that these pupils encounter more challenges with phonic knowledge. They generally have less access to a wide range of diverse texts and they usually have delay communication skills. We also find that disadvantaged pupils find comprehension tasks more challenging.
2 Maths	Observations, assessments and discussions tend to show that pupils identified as PP find maths more challenging, especially at Greater Depth. We find that pupils find place value and understanding of numbers more difficult, their knowledge of times tables is not usually advanced and they find solving problems independently more challenging.
3 Broad & balanced ambitious curriculum	Our assessments, observations and discussions with families identify that some pupils are able to attain at the expected level and greater depth level. Additional opportunities have to be carefully planned and woven into the curriculum in order to challenge these pupils and allow them to achieve their full potential. The challenge is to provide a curriculum that allows pupils working at the expected level to, with support, access more challenging tasks and activities that will move them to Greater Depth.
4 Personal Development (SEMH)	Observations, assessments and discussions with parents demonstrate that these pupils are more likely to communicate their needs through negative behaviour and struggle to manage their emotions without support. We have pupils at Mickley who are identified at PP are less confident, find forming positive relationships with peers tricky at times and they find maintaining focus in lessons more challenging.
5	Attendance data shows that attendance for this group can be more challenging, pupils want to attend school and they usually attend school well. However some pupils still find accessing school a challenge and this affects their 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
Reading attainment to be at expected or above for majority of PP pupils	<p>Majority of PP pupils to be working at Expected or Higher</p> <p>Planned high quality CPD for staff working directly with all pupils</p> <p>Phonics tracking identifies progress over time and informs interventions</p>

	<p>Fully embedded and consistent approach to synthetic phonics (using a DFE accredited programme) with liked texts.</p> <p>VIPERS is embedded across school and a range of texts are used to deliver reading</p>
<p>Writing attainment to be at expected or above for majority of PP pupils</p>	<p>Majority of PP pupils to be working at Expected or Higher</p> <p>Planned high quality CPD for staff working directly with all pupils</p> <p>Pupils accessing tutoring blocks and assessment shows progress in specific areas</p> <p>Assessment evidence demonstrates that pupils are achieving at least the expected standard in reading, with more disadvantaged pupils achieving depth by the end of LKS2.</p>
<p>Maths attainment to be at expected or above for majority of PP pupils</p>	<p>Majority of PP pupils to be working at Expected or Higher</p> <p>Planned high quality CPD for staff working directly with all pupils</p> <p>Maths Mastery approach is used across school, variation in teaching content used appropriately to meet pupils needs</p> <p>Regular assessment identifies gaps and use of technology supports learning</p>
<p>Disadvantaged pupils to access enrichment activities</p>	<p>All disadvantaged pupils to attend at least one after school club</p> <p>A range of clubs are offered that allow a range of interests to be met and alternatives such as use of Wrap Around Care to allow attendance.</p>
<p>To improve the wellbeing of disadvantaged pupils and have a positive impact on their behaviour.</p>	<p>Reduced reliance on play therapy for disadvantaged pupils</p> <p>Small group and 1:1 intervention, including social stories in place and impacting on pupil's ability to socialise effectively evidenced through behaviour tracking.</p>

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Ongoing Trust wide programme of upskilling staff in developing a curriculum to meet the needs of all pupils and for staff to be able to carefully unpick the learning and identify areas to develop in future units.</p> <p>Maths Mastery</p> <p>NELI</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are Maths Mastery programme, we are updating our curriculum to reflect pupil needs and are pursuing PSQM. In order for all staff to lead effectively are released once a term.</p> <p>Research from EEF has identified that high-quality maths mastery approach can impact on progress by as much as 5+ months</p> <p>NCETM - Teaching maths mastery</p> <p>EEF Teaching and Learning Toolkit - Mastery</p> <p>EEF - Improving Maths in Early Years and KS1</p> <p>EEF - Improving maths in KS2</p> <p>EEF - Early Maths Approaches</p> <p>EEF - Peer tutoring</p>	<p>1,2, 3</p>

PSQM Unity Curriculum		
<i>Use of diagnostic assessments</i>	Use of diagnostic tests gives staff a baseline to work from and EEF recommend them as a starting point for Maths and English interventions	1,2,3
Access in-house, Trust-wide, and national training with a focus on improving QfT in all core areas of the curriculum All relevant staff (including new and support staff) receive training to deliver early reading and phonics effectively Ensure Nursery staff are involved in the CPD and that all pupils have access to a range of support.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured. We are training staff in working with children with attachment type issues and providing support through Lego therapy, this is designed to compliment our counselling/play therapy offer that is accessed by some pupils who are disadvantaged and also helps with an alternative approach to behaviour.	2,4,5

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

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1 & 2

<p>most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase of DFE recommended synthetic phonics programme and resources, including matched texts</p> <p>Staff CPD in high quality delivery of the programme.</p> <p>Staff CPD for Early Years language intervention</p> <p>Staff CPD on delivery of reading VIPERS to support progress in reading comprehension</p> <p>Continue to use 3x 15 min intervention per week to support phonics</p>	<p>Strong evidence suggests that effective synthetic phonics teaching can increase progress by 5+ months according to the Teaching and Learning tool kit EFF</p> <p>EEF Teaching and Learning Toolkit - Phonics EEF - Improving Literacy in KS1 EEF - Improving Literacy in KS2</p> <p>Evidence from EEF identifies that priority should be given to implement high quality adult-child interactions using a wide range of explicit and implicit approaches</p> <p>EEF Communication and Language Approaches Early Years</p> <p>EEF - 6+ months progress EEF Teaching and Learning Toolkit - Reading Comprehension Strategies</p>	<p>1,2,3</p>
<p>Purchase of Unity Curriculum</p> <p>Staff CPD on quality first teaching and the Unity Curriculum</p> <p>Senior leadership training on Pupil Book Study</p> <p>Middle leadership training on developing the History and Geography curriculum</p>	<p>CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson.</p> <p>There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for.</p> <p>Unity Curriculum Research Group</p>	<p>1,2,3</p>

with a focus on conceptual and procedural progression	Ofsted curriculum review - Geography Ofsted History Curriculum Review	
Ongoing Trust wide programme of upskilling staff in developing a curriculum to meet the needs of all pupils and for staff to be able to carefully unpick the learning and identify areas to develop in future units.	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are Maths Mastery programme, we are updating our curriculum to reflect pupil needs. All staff to lead effectively are released once a term.	1,2,5

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy & Counselling	Targeted support to improve pupil well being and resilience as well as gain confidence in dealing with new or unfamiliar situations.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,4,5
One to one adult support where necessary to promote well-being through reducing anxiety	Some pupils have particular individual needs that require support to manage anxiety and to tackle new/unfamiliar challenges	1,2,3,4,5

Total budgeted cost: £ 25000

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.

Year 2	Working Towards (ELG1 in Reception)	Expected (ELG 2 in Reception)	Greater Depth (ELG3 in Reception)
Reading	7 (33%)	11 (52%)	3 (15%)
PP	1/1 (100%)	0	0
Writing	10 (48%)	9 (43%)	2 (9%)
PP	1/1 (100%)	0	0
Maths	5 (24%)	13 (62%)	3 (14%)
PP	1/1 (100%)	0	0

Our strategy last year meant that all pupils made progress against their starting point. Some pupils identified as disadvantaged benefited from counselling/play therapy and this impacted significantly on their self confidence and subsequently their independent written work. All pupils who access additional funding had clear and separate interventions that focussed on helping them narrow the difference between them and their peers. Many of our disadvantaged children are already working at Expected levels and we set ambitious targets to help them to move into the Greater Depth category in the future. Over the last year many of our pupil premium children attended full time throughout lockdown, those that haven't were a focus and once back in school, additional support such as helping with homework in Wrap Around Care was seen to be beneficial.

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
Clicker	
Dynamo Maths	

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 use Sports Premium to offer additional opportunities and reduce any barriers to attending a wide range of clubs.