

Pupil premium strategy statement – Micklem Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	38.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Joshua Swift Headteacher
Pupil premium lead	Danielle Noble Deputy Headteacher

Governor / Trustee lead	Dee Norman
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 130,290
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£130,290

Part A: Pupil premium strategy plan

Statement of intent

At Micklem Primary School, we are acutely aware that children only get one chance at a primary education, and that the foundations laid can impact children's attitudes towards learning for the rest of their lives.

A high quality education and a belief that all children can achieve is at the heart of everything that we do and informs the design of our curriculum. Our intention for all pupils, from all backgrounds, is that they leave Micklem Primary School reading at the age-related expectation. We want all children, from all backgrounds, to have High Hopes for themselves and their future. This will be supported by an ambitious and engaging curriculum that offers a wide-range of opportunities to all children. We aspire to support all of our children, from all backgrounds, to grow their vocabulary and support the development of their communication.

In England, 18% of adults have literacy levels that are considered to be 'very poor' (National Literacy Trust) working at a literacy level of 5-7 year olds. We do not want any child from Micklem to become a part of that statistic. Reading is a focus in every area of learning in every classroom, for all children, from all backgrounds.

Targeted academic support is used to compliment quality first teaching, and is never a replacement for what happens in the classroom. Evidence indicates quality first teaching *"is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them"* (Education Endowment Foundation, 2021). We strive to create warm and welcoming classroom environments that support all children, from all backgrounds, to feel safe and respected. This in turn, will support all children, from all backgrounds, to learn and succeed.

It has been demonstrated repeatedly in research that children's reading ability has significant impacts on their educational attainment and future achievements (e.g. Kirsch et al., 2003; Dugdale and Clark, 2008; Hernandez, 2011). Reading ability has also been found to be predictive of likelihood of unemployment, type of occupation and salary level (Caspi et al., 1998; Bynner and Parsons, 2006; McIntosh and Vignoles, 2001).

Thanks to the work that we have put into our reading over the last few years, we are seeing progress being made across the school. We are now looking to use those skills to better support children's writing. We have a clear focus in class on the development of ideas, and taking what we have experienced in high quality texts to support how we share those ideas.

Unless we aim for all of our children to succeed, we are aiming for some to fail.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment, observation and discussions with pupils across all phases tell us that there is a progress and attainment gap in reading and phonics for disadvantaged pupils in our school. We recognise that reading is the key to unlocking learning in all subjects.
2	Our assessment, observation and discussion with pupils across all phases tell us that there is a gap between disadvantaged pupils and their peers related to understanding and using age-appropriate vocabulary. We recognise that, across all phases, understanding and using words is essential in accessing learning in all subjects.
3	Our assessment, observation and discussion with pupils across all phases tell us that there is a gap between disadvantaged pupils and their peers related to attendance. We recognise the impact that missed learning has on progress and attainment.
4	Our assessment, observation and discussion with pupils across all phases tell us that there is a gap between disadvantaged pupils and their peers related to progress and attainment for children with SEND. We recognise that adapting planning and provision for ALL learners is essential in ensuring success for all children.

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
All children from disadvantaged backgrounds will reach age-related expectations in each year group in reading/phonics.	<ul style="list-style-type: none"> All pupils at the end of Reception will reach the expected standard for Literacy. All pupils will pass the phonics screening at the end of Year 1. All pupils will reach the expected standard for reading at the end of Key Stage 2.
All children from disadvantaged backgrounds will use age-appropriate subject specific vocabulary in each year group.	<ul style="list-style-type: none"> All pupils will be able to use identified subject-specific vocabulary to explain their learning. All pupils will use age-appropriate, subject-specific vocabulary in their writing across the curriculum.
All children from disadvantaged backgrounds will reach the expected level of 96% attendance.	<ul style="list-style-type: none"> All pupils will have 96% or above attendance.


All children from disadvantaged backgrounds with SEND will achieve success in their classrooms across all phases.	<ul style="list-style-type: none"> All pupils with SEND will access the curriculum with appropriate adaptations. All pupils with SEND will make good progress.
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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: £77,017 NB some staffing costs split between this and the next areas. Costs allocated within this area.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly targeted support for teachers from SLT.	<i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i> EEF, 2021	This will address all intended outcomes(1, 2, 3 &4), as the development of quality-first teaching will engage and enthuse children about their learning and school.
Whole school CPD around handwriting.	Accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. However, it is also important to focus on the speed of pupils’ writing as well as the accuracy, EEF.	This will address expectations regarding handwriting and joining by ensuring that there is consistency and fidelity to the expectations.
Whole school CPD around spelling.	Accurate spelling is a key component of writing fluency and should be explicitly taught rather than simply tested, EEF.	This will address expectations regarding spellings and learnt spelling rules.
Whole school CPD around feedback.	 <p>Feedback Very high impact for very low cost based on extensive evidence.</p>	This will address intended outcomes 1,2&4 by ensuring quality feedback in these areas lead to understanding and progress


<p>Whole school CPD around fluency.</p>	<p>Summary of Recommendations</p> <p>Support pupils to develop fluent reading capabilities</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Develop pupils' fluency through:</p> <ul style="list-style-type: none"> guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. <p>Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.</p> <p>So, why is fluency important?</p> <p>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p>	<p>This will address fluency and phonics (1) by ensuring a consistent understanding of the concept and practice of fluency in all phases.</p>
<p>Whole school CPD around adaptations.</p>	<p>Individualised instruction</p> <p>Moderate impact for very low cost based on limited evidence.</p> 	<p>This will address all children being able to access their classroom learning, by having learning tailored to their needs.</p>
<p>Ensuring that newer teachers are well supported to achieve the targets of the school.</p>	<p><i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i></p> <p>EEF, 2021</p>	<p>This will address all intended outcomes (1, 2, 3 & 4), as the development of quality-first teaching will engage and enthuse children about their learning and school.</p>
<p>CPD to support communication and language approaches in high quality teaching.</p>	<p>Communication and language approaches</p> <p>Very high impact for very low cost based on moderate evidence.</p> 	<p>This will address the understanding and use of age-appropriate vocabulary (2) by ensuring that children are taught the required vocabulary.</p>
<p>Continued development of pastoral team.</p>	<p><i>“Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools’ efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all</i></p>	<p>This will address problems around attendance (3) as we will be better equipped to support children struggling to attend school.</p>


	<i>teaching and nonteaching staff in school, the trust or governing body, the local authority, and other local partners.” Working Together to Improve School Attendance, DfE, 2022</i>	
Therapeutic CPD for the whole staffing team.	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence.</p>	This will address problems around attendance (3) as we will be better equipped to support children’s wellbeing.
Therapeutic intervention CPD for pastoral team.	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence.</p>	This will address problems around attendance (3) as we will be better equipped to support children suffering with anxiety around school.
Teaching Assistant PD needs to be identified and targeted with training to support their practice in school.	<p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence.</p>	This will address all intended outcomes(1, 2, 3 &4), as the development of quality-first teaching will engage and enthuse children about their learning and school.

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

Budgeted cost: £ 39,995



Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics teaching to support with GPCs and blending in Early Years and Key Stage 1.	<p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence.</p>	This will address phonics (1) by ensuring a consistent understanding of the concept and practice of phonics in all phases.
Targeted tutoring to support fluency in Key Stage 2.	<i>“Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success. Through these, they develop communication skills for education and</i>	This will address fluency (1) by ensuring a consistent understanding of the concept and practice

	<p><i>for working with others: in school, in training and at work.” (DFE, 2023)</i></p> <p><i>“Pupils have made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months.”</i></p> <p><i>“In 2018...74% of these pupils achieved 98+ scaled score in the 2018 SATs reading test – all of these pupils were judged as being ‘not on track’ at the start of the project; [at the end of the project] 60% of these pupils achieved the Expected Standard (this equates to 175 pupils); 5% of this cohort achieved the Greater Depth Standard. “</i></p> <p>HfL Education, KS2 Reading Fluency Project, 2023</p>	of fluency in all phases.
Targeted tutoring to support comprehension in Key Stage 2.		This will address fluency and comprehension (1) by ensuring that there is targeted support further up the school, for those that need it.
All pupils' language skills will be monitored, so speech and language difficulties are identified early and children are supported to make progress.	<p><i>“Children’s early oral language skills are positively associated with later academic outcomes (Bleses et al., 2016; Roulstone et al., 2011).”</i></p> <p>Full article: Pathways from the early language and communication environment to literacy outcomes at the end of primary school; the roles of language development and social development</p>	This will address age-appropriate, subject-specific vocabulary (2) by ensuring children needing additional support are identified early.
WellComm Interventions	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</p>	This will address age-appropriate, subject-specific vocabulary (2) by
Targeted speech and language groups being piloted by Hertfordshire Speech and Language service.	<p>Oral language interventions +6</p> <p><small>Very high impact for very low cost based on extensive evidence.</small></p> <p><i>“Proficiency in reading, writing and spoken language is vital for pupils’ success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.” (DFE, 2023)</i></p>	This will address age-appropriate, subject-specific vocabulary (2) by offering targeted group support.
Weekly targeted support for teaching assistants from SLT.	<p><i>“Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately</i></p>	This will address all intended outcomes(1, 2, 3 & 4), as making the best use of

	<p><i>three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.” (EEF, 2021)”</i></p>  <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence.</p>	Teaching Assistants will ensure children are engaged with their learning and make the best possible progress.
Targeted social, emotional and mental health provision.	<p><i>“Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools’ efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing.” (Working Together to Improve School Attendance, DfE, 2022)</i></p>	This will address attendance (3) by ensuring that children feel supported and want to come to school.

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

Budgeted cost: £ 13,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a pastoral team to support children’s wellbeing and social, emotional and mental health.	<p>Metacognition and self-regulation</p>  <p>Very high impact for very low cost based on extensive evidence.</p>	This will address attendance (3) by ensuring that children feel supported and want to come to school.
More opportunities for parental engagement throughout the year.	<p><i>“The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.” (Education Endowment Foundation, 2021)</i></p>  <p>Parental engagement Moderate impact for very low cost based on extensive evidence.</p>	This will address intended outcomes 1 & 3 by ensuring increased parental exposure and engagement with our curriculum and intentions leading to more collaborative working between school and home.
Targeted support with breakfast club.	<p><i>“Attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage</i></p>	This will address attendance (3) by ensuring pupils are attending school and are on time.

	<i>compared to those with the lowest attainment.” (DFE, 2022)</i>	
Targeted support by developing in house ASC	<i>“Attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.” (DFE, 2022)</i>	This will address attendance (3) for some of our most vulnerable children.
Targeted extra-curricular activities of interest to the child such as music lessons or sports clubs.	<i>“Extra- curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).” (An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility, 2019)</i>	This will address attendance (3) by ensuring pupils have things they look forward to doing whilst at school.

Total budgeted cost: £ 113,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium (PP) strategy for the academic year 2024/2025 has been evaluated with a focus on key performance indicators, including attendance and academic progress.

Attendance for pupils eligible for PP stands at 90.45%, reflecting a commitment to improving engagement and reducing absenteeism. This figure indicates a positive trend compared to the previous year, particularly in light of enhanced pastoral support initiatives. Many PP pupils have demonstrated improved attendance rates, underscoring the effectiveness of targeted interventions. This remains a focus for the coming year.

In terms of academic achievement, data reveals that 44% of PP pupils are working at or above age-related expectations (ARE+) in reading, 28% in writing, and 40% in mathematics. While these figures show a continuing improvement, there remains a clear focus on strategies to further enhance literacy and numeracy outcomes. The phonics screening results, whilst improving year on year and currently at 78.6%, highlight the need for continued ongoing support in foundational skills, particularly for Early Years and Key Stage 1 pupils.

Overall, the teaching and learning focus, targeted support and pastoral support provided has had a positive impact, fostering a supportive atmosphere conducive to learning. The combination of improved attendance, academic progress, and effective integration of new pupils suggests that the PP strategy is continuing on a promising trajectory for the next academic year. Continuous monitoring and evaluation will be essential to ensure that all PP pupils receive the necessary support to thrive academically and socially.