

## 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	Mickletham Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Joshua Swift Headteacher
Pupil premium lead	Danielle Noble Deputy Headteacher
Governor / Trustee lead	Alison Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,145
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£123,745

### Part A: Pupil premium strategy plan

## Statement of intent

The focus at Micklem Primary School is the development of the 'whole child'. This encompasses three core elements - raising attainment and accelerating progress; engaging with our parents and carers as partners in learning and providing support for parents and carers to engage; contributing to and seeking input from our wider community. Our ambition is that every child has the knowledge and skills they need to enter the next stage of their education. We want all children to have developed skills that they hold unique to themselves, be it as a musician, a sportsperson, an artist, a creative thinker, a scientist, a leader, a role model, a skilled orator, a force for change. Through our curriculum we provide opportunities to experience the world and acquire cultural capital, the essential knowledge to prepare our children for future success.

Our intention is that all pupils, irrespective of their background or the challenges they face develop holistically, making good progress and attaining highly in all subject areas. For some of our pupils there are additional challenges brought about by disadvantage. We recognise that disadvantage comes in many forms and that children may be vulnerable for wide ranging reasons. Our disadvantaged children may include those children who have a social worker, who are young carers, who have suffered loss or family breakdown. The activities outlined in this statement are intended to support the needs of all children who are vulnerable, regardless of whether they are disadvantaged or not.

At the heart of our approach is our ambition for every child leaving Key Stage 1 (KS1) to be a reader and for every child leaving Key Stage 2 (KS2) to have a love of reading. High quality teaching of early reading in the Early Years Foundation Stage (EYFS) and KS1 is key to realising this ambition. A good teacher in every class is proven to have the greatest impact on closing the disadvantage attainment gap. Through good continued professional development, high quality resources and a rigorous systematic synthetic phonic programme our aim is to close the disadvantage attainment gap at KS1. Through further CPD, strong subject knowledge and high quality literature we aim to sustain attainment and continue to improve outcomes for all children.

Our strategy also includes our wider school plans for education recovery. Targeted support is through our school led tutoring programme. School led tutoring takes place both outside of the normal day through breakfast and after school small group and 1:1 tutoring sessions and during the school day. Our aim is to minimise the impact on a child's access to the wider curriculum. Our strategy will focus on early intervention. Our own assessments have demonstrated that intervention, at the point need is identified, is essential to ensure progress for disadvantaged children is not slower than for other children. At our school we use the principles of metacognition to ensure all our children understand the skills of thinking and learning. This approach helps pupils to excel and all pupils to be challenged.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments on entry to EYFS (Nursery and Reception) indicate significant gaps in language skills. This is much more prevalent for our disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Poor vocabulary knowledge impacting on reading comprehension and fluency, creating barriers across all subject areas
4	Speech, language and communication needs are a significant barrier for many SEN students. This is much more prevalent for our disadvantaged pupils and particularly boys.
5	Social, Emotional and mental health needs are a significant barrier for many SEN students. This is much more prevalent for our disadvantaged pupils and particularly boys.
6	Attendance data since our return to full time school indicated that attendance among disadvantaged male pupils is approximately 6% lower than for non-disadvantaged male pupils. SEMH barriers and disadvantaged male pupils are closely linked to lower 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
Improve oral language skills	Assessments and observations indicate significantly improved oral language amongst our youngest children. This is indicated by the rate that these children progress through the intended curriculum in EYFS and KS1.
Improved rates of phonic acquisition for disadvantaged pupils	The pass rate for all children in the phonic screening test, including disadvantaged pupils is at least national or above. At the end of KS1 reading outcomes for disadvantaged boys are similar to that for all non-disadvantaged pupils

Improved vocabulary development, understanding and use of subject specific vocabulary resulting in improving attainment in reading at the end of KS2. All pupils, including disadvantaged pupils reach curriculum expectations in all subject areas.	KS2 outcomes remain consistently above outcomes nationally, included for disadvantaged pupils
Staff skills, knowledge and understanding of provision for SLCNs continue to develop with notable impact on outcomes	Progress outcomes for children, including those for disadvantaged children can be demonstrated through steps of progress from starting points
To achieve and sustain staff skills in understanding the impact of trauma and attachment and consequently further develop skills in delivering nurture focussed interventions	Consistent systems in place to manage the SEMH needs of all pupils <ul style="list-style-type: none"> <li>• By 2024/25 rates of exclusion at 0</li> <li>• qualitative data from pupil voice, parent and pupil surveys and teacher observation demonstrates minimal impact from SEMH barriers on learning for the individual and learning for others</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, including disadvantage boys	Sustained high attendance from 2024/ 25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%</li> <li>• the attendance gap between disadvantaged boys with SEN needs being reduced by 10% and their non-disadvantaged peers</li> <li>• the attendance gap between disadvantaged boys and non-disadvantaged peers being reduced by 5%</li> </ul>

## 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: £ 6300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of new Systematic Synthetic Phonics programme including sufficient resources to ensure all children can access accurately matched decodable readers.</p> <p>English hub led continued professional development for all staff in teaching phonics.</p>	<p>The Education Endowment Foundation (EEF) states “Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>“It is important not to confuse children by mixing material from different programmes or across different classrooms – hence the phrase ‘fidelity to the programme’ - The Reading Framework - Teaching the Foundations of Literacy - DfE July ‘21</p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	2
<p>Staff professional development to implement the Word Aware approach through KS1 and KS2.</p> <p>Further staff development to</p>	<p>Word Aware is a structured whole school approach to promote the vocabulary development of all children. Hjetland et al (2017) found that spoken vocabulary predicted children’s latter reading development. It has an impact on reading comprehension but also impacts on curriculum development on</p>	1,2,4

<p>implement Early Years Word Aware</p>	<p>other curriculum areas where specific vocabulary is needed - for example maths and science.</p> <p>Waldfoegel and Washbrook (2010) found a 2 year gap at age 5 between the wealthiest and the poorest.</p> <p><a href="http://thinkingtalking.co.uk/word-aware/">http://thinkingtalking.co.uk/word-aware/</a></p> <p>Research evaluated by the EEF also shows that oral language interventions have very high impact for low cost. Staff training will ensure that this approach is applied and with impact on all children</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Use of the Talk4Writing approach to inspire language development in the Early Years Foundation Stage</p>	<p>School has its own evidence of impact. However Talk4Writing links actions to reinforce meaning in combination with key language patterns.</p> <p>Research of the Talk4Writing programme by the EEF was mixed in its conclusion however for EYFS “Other research suggests that oral language may play a stronger role in supporting writing in the early years than in Key Stage 2.”</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</a></p>	<p>1,3,4</p>

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

Budgeted cost: £ 67,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Nuffield Early Language Intervention (NELI) to identified Reception children</p> <p>Continue the NELI programme for those children in Y1 who suffered disruption in their education and</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Evidence shows that children receiving the NELI programme made the +3 additional months progress in oral</p>	<p>1,4</p>

could not complete the programme in Reception	language skills compared to those that did not receive NELI <a href="https://www.teachneli.org/what-is-neli/evidence-and-programme-development/">https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</a>	
Additional phonics sessions targeted at disadvantaged pupils that require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as a regular session over a period of 12 weeks. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Schools purchase of Essential Letters and Sounds will enable high quality intervention session supported by CPD via the English Hub which supports the programme <a href="https://essentiallettersandsounds.org/ssp-programme/#item-what-is-included">https://essentiallettersandsounds.org/ssp-programme/#item-what-is-included</a>	2
Engage with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	School has engaged a 'catch up' teacher who works with small groups during the school day to target gaps in knowledge with a focus on English School provides one to one tuition and small group tuition for children with gaps in knowledge in both English and maths. These take place out of the school day. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,3
Additional support to enable targeted language interventions in EYFS.	School will develop a range of activities using activities from the Communication Trust (ICan organisation). Activities will be shared with parents to further develop at home through a 6 week ICan programme  <a href="https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf">https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf</a>	1

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

Budgeted cost: £ 49,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor with dedicated time to provide support and challenge on attendance</p> <p>Additional family support through our Family Support Worker</p> <p>Supported places at our school breakfast club</p>	<p>Embedding principles of good practice set out in the DfEs</p> <p>Improving School Attendance advice <a href="https://docs.google.com/document/d/1ZTUoxQuhno6D7bhujbMdvBJSFUVPAHk8/edit#">https://docs.google.com/document/d/1ZTUoxQuhno6D7bhujbMdvBJSFUVPAHk8/edit#</a></p>	6
<p>Forest School sessions for individuals and small groups to support with SEMH barriers</p>	<p>Forest Schools can have a positive effect on children who struggle inside the classroom. Success in an outdoor environment can build self-esteem and confidence which can then be applied within the classroom.</p> <p><a href="https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-well-being.pdf">https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-well-being.pdf</a></p>	5,6
<p>Opportunities to go beyond first access and receive additional music tuition</p>	<p>Research demonstrates some impact on attainment however we also believe this provides a child with additional cultural opportunities, increased self-esteem and raised aspirations (small group or individual encouragement provided by the musical experts)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5,6
<p>Behaviour interventions</p>	<p>Behaviour interventions including Zones of regulation interventions, individual programme of counselling, additional support through Drawing and Talking, Protective Behaviour and time to talk with our Learning Mentor</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5

Contingency Fund to support individual disadvantage on a need by need basis	Based on our experiences there are times when providing funding support on an individual need by need basis is necessary. These are for needs that may not yet have been identified.	All
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**Total budgeted cost: £ 114,730**

## 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 at the end of KS2 demonstrated that outcomes for disadvantaged pupils were lower than in the previous years in the core curriculum subjects.

Our assessment of the reasons why for children in KS2 is closely linked to the impact of the Covid-19 pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. For our most vulnerable pupils this was linked to attendance. During school closure our Learning Mentor focussed on daily check ins for those pupils learning at home. Non-engagement with learning was supported by the offer of a place in school. Consequently the number of children in school increased from 16% of the school on the 5th January to 43% of the school on the 4th March

What worked well was the use of Teaching Assistants working on individual phonics interventions during the remote period. Additional use of TAs to support phonics interventions continued into year 2. Data reported shows the proportion of children passing at 87% for all pupils and 81% for PPG pupils.

The Year 1 phonics screening outcomes highlighted gaps in phonic acquisition for PPG boys. Teaching Assistants were deployed accordingly. Data for the Year 2 re-sit demonstrates the impact, particularly on PPG boys. 79% of the cohort passed the threshold, of which 62% of PPG children passed. 63% of PPG boys passed.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our assessments at the end of KS2 demonstrated that outcomes for disadvantaged pupils were lower than those for advantaged pupils.

At KS2, 50% of PPG pupils achieved the expected standard in reading, writing and maths, compared to 92% of non-PPG pupils. This is closely linked to a high proportion of our PPG pupils for this year also having SEN. We used teachers and TAs to support our most disadvantaged pupils, offering boosters and pre-teach sessions. We have now adapted our timetabling to ensure that pre-teaching is an element of the day in every classroom. This supports those pupils who need further support to achieve the expected standard.

The purchase of Essential Letters and Sounds has supported the teaching of phonics throughout the school and interventions are in place to support all children on their journey to becoming a reader.

## 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*

<b>Programme</b>	<b>Provider</b>
Back on Track Essentials Maths	Herts for Learning
Back on Track Essentials English	Herts for Learning