

Pupil premium strategy statement

Micklem Primary School overview

| Metric | Data |
|---|-------------------------------|
| School name | Micklem Primary School |
| Pupils in school | 212 |
| Proportion of disadvantaged pupils | 89/212 = 42% |
| Pupil premium allocation this academic year | £108,766 (revised) |
| Total spend | £135,829 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | November 2020 |
| Review date | September 2021 |
| Statement authorised by | Governors resources committee |
| Pupil premium lead | Josh Swift |
| Governor lead | Allison Brown |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |

Strategy aims for disadvantaged pupils

| Measure | Score |
|---|---|
| Meeting expected standard at KS2 | N/A |
| Achieving high standard at KS2 | N/A |
| Measure | Activity |
| Priority 1 | Continued professional development for all staff in the use of formative assessment |
| Priority 2 | All learners enabled to access first quality teaching through effective differentiation. Teachers secure in using a wide range of tools for interventions, including specific apps and resources (such as clicker, numicon) as part of first quality teaching |
| Barriers to learning these priorities address | Significant and wide ranging barriers of some children |
| Projected spending | £2290 – Teaching and Learning Advisor Support |

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|--|--|
| | £1600 Release time to access training £12,968 DHT release time to team teach and coach Total £16,858 |
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Teaching priorities for current academic year

| Aim | Target | Target date |
|------------------------------------|--|-------------|
| Progress and attainment in Reading | Demonstrate accelerated progress for pupils with low prior attainment The proportion of PPG children attaining above expected attainment is the same as matched non-PPG | July 2021 |
| Progress in Writing | Demonstrate accelerated progress for pupils with low prior attainment The proportion of PPG children attaining above expected attainment is the same as matched non-PPG | July 2021 |
| Progress in Mathematics | Demonstrate accelerated progress for pupils with low prior attainment The proportion of PPG children attaining above expected attainment is the same as matched non-PPG | July 2021 |
| Phonics | All PPG children to reach the expected standard in phonics at the end of year 1 | July 2021 |
| Other | All PPG children in EYFS to be working at phase 4 or above at the end of reception | July 2021 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Teaching assistants in class to support 'keep up' interventions based on daily formative assessment |
| Priority 2 | Teaching Assistants skilled and confident to deliver 'catch up', narrow the gap interventions focussed on missed or insecure learning. |
| Barriers to learning these priorities address | Misconceptions based on insecure learning Gaps in basic skills Specific barriers to learning (SPLD) |
| Projected spending | £1800 – Clicker |

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|--|---|
| | <p>£360 – Learning Village</p> <p>£11,180 Dedicated SPLD teaching assistants (KS1/ KS2)</p> <p>£33,540 – TA focussed time to deliver ‘keep up’ and ‘catch up’</p> <p>Teacher led interventions - £25,936</p> <p>Total £72,816</p> |
|--|---|

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Developing a whole school approach to wellbeing and better mental health through the implementation of the JIGSAW PSHE/ RSE scheme of work |
| Priority 2 | Using Boxall profiles and Jigsaw REST assessments to identify needs for specific support. |
| Priority 3 | Developing whole child through wider opportunities |
| Barriers to learning these priorities address | <p>Attendance – linked to poor mental health</p> <p>Lack of self-esteem and anxiety</p> <p>Social and emotional difficulties which impact on attention and learning behaviours</p> |
| Projected spending | <p>£1600 support through breakfast club</p> <p>£1945 Jigsaw and REST tools</p> <p>£100 Boxall</p> <p>£6700 Mental Health Lead</p> <p>£22,222 Attendance support and Learning mentor</p> <p>£3420 counselling</p> <p>£4273 Family Support Worker</p> <p>£5895</p> <p>Total £46,155</p> |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Teachers confident to assess during lessons and trust their judgement. | <p>CPD for all staff on the use of formative assessment.</p> <p>Support given by the Deputy Head to adapt practice to promote progress.</p> |
| Targeted support | Ability to respond rapidly to insecure learning on a daily basis | CPD for all staff. School expectations clear about use of |

| | | |
|-------------------------|---|---|
| | <p>Teaching assistant confidence and skills in delivering interventions</p> | <p>TAs. TAs included in all planning overviews Formative assessment work to link to summative assessment and be used in PP meetings. Teaching Assistant CPD, peer support to assess effectively in lessons Specific CPD on delivering SPLD or other interventions that aren't 'keep up'</p> |
| <p>Wider strategies</p> | <p>Attendance Family engagement Low self-esteem Lack of resilience</p> | <p>Learning mentor to support other staff to deliver targeted interventions. Learning mentor to develop role in supporting families Gade Schools Family Support Worker referrals and support CPD to be offered to support effective intervention. Developing the individual through opportunities such as musical instrument tuition</p> |