



Middlewich Primary School pupil premium strategy statement 2022 - 2025



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery pupil 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 PP had within our school.

School overview

Detail	Data
School name	Middlewich Primary School
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Ms S La Porta and Mrs G Reynolds
Pupil premium lead	Mrs K Davies
Governor / Trustee lead	Mr M Lappin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,020
Recovery premium funding allocation this academic year	£8,914
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	£125,934

Part A: Pupil premium strategy plan

Statement of intent

At Middlewich Primary School, it is our intention that all pupils, irrespective of their background or challenges they may face, make good progress and attain highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will continue to use recent research from the Education Endowment Foundation as well as the 3-tiered approach to spending as outlined below.

Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.

- High quality teaching for all
- High quality assessments and a curriculum which responds to the needs of pupils
- Professional development
- Mentoring and coaching
- Resources focused on supporting high quality teaching and learning

Targeted academic support

Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

- High quality one to one and small group intervention led by class teachers
- Immediate phonic intervention led by class teachers
- Planning for pupils with special educational needs and disabilities

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school. Enrichment and support can help disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

- Supporting pupils' social, emotional and behavioural needs
- Supporting high levels of attendance and punctuality
- Communicating with and supporting parents/carers
- Providing opportunities to take part in all wider learning including trips and residential visits.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed on the next page, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic. Notably in its targeted academic support and early intervention, delivered by class teachers, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils have sufficient support, challenge and stretch to fulfil their potential
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussion with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the Covid-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
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	Internal assessments indicate that reading, writing and maths attainment in key stage 1 is significantly below that of non-disadvantaged pupils.
4	Access to the wide range of educational experiences is limited as children may not be able to attend trips and visits that require a parental donation. This has a negative impact on their personal development.
5	Poor attendance, poor punctuality or persistent absence is proportionately higher for disadvantaged pupils. Our assessments and observations indicated that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional needs for many pupils. Teacher referrals for support remain relatively high. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Pupils will reach the attainment levels above national averages in all subjects and for all groups	By the summer 2025, pupils will fulfil their potential academically. This will be demonstrated by: <ul style="list-style-type: none"> • KS2 reading outcomes in 2024/25 show that disadvantaged pupils perform as well as or better than their non-disadvantaged pupils. • KS2 writing outcomes in 2024/25 show that disadvantaged pupils perform as well as or better than their non-disadvantaged pupils. • KS2 maths outcomes in 2024/25 show that disadvantaged pupils perform as well as or better than their non-disadvantaged pupils. • All children will demonstrate good progress in foundation subjects by demonstrating that they have remembered a substantial part of their learning in each year group.
Improved attainment in phonics for disadvantaged pupils.	Good attainment in phonics by July 2023 demonstrated by:

	<ul style="list-style-type: none"> Disadvantaged pupils will perform in line with all other pupils in their cohort in phonics with the expectation that all will pass by the time they leave year 1. The school's phonics results as a whole will exceed national levels. All pupils (including PPG pupils) able to read fluently (90+ words per minute as a guide) before entering year 3.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1	<ul style="list-style-type: none"> KS1 reading, writing and maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Pupils have a breadth of experiences that enable them to contextualise their learning.	<p>Taking part in all wider learning opportunities will be demonstrated by:</p> <ul style="list-style-type: none"> The school's curriculum offer includes a wide range of experiences which enrich and broaden children's thinking. All pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. All PPG children are accessing a range of school visits including residential visits during their time at Middlewich Primary School. Disadvantaged children are well represented in after-school clubs The majority of disadvantaged children take on responsibility roles to represent our school in year six.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> The overall unauthorised absence rate for disadvantaged pupils will improve. There will be no gap in attendance between disadvantaged pupils and their non-disadvantaged peers. Punctuality rates for disadvantaged pupils will improve. The percentage of pupils who are persistently absent will improve for disadvantaged children being no lower than their peers.
To achieve and sustain improved wellbeing for all pupils/families in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice and teacher observation. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. A reduction in pupil referrals for support. Pupils including those in receipt of pupil premium have their needs identified early and addressed through school support.

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)

High quality teaching for all

Budgeted cost: £62,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated systematic synthetic phonic programme to secure stronger phonics teaching for all pupils. Ensure all staff are fully trained in phonics and have the necessary reading resources to teach phonics effectively.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk)	1, 2 and 3
Provide teachers who are early in their careers with additional mentoring and support from experienced teachers.	Early career teachers, may have had opportunities to develop their practice curtailed by school closures.	1, 2 and 3
CPD is in place to ensure the curriculum is well designed and subject leaders are effective in their roles to ensure teaching is of the highest quality.	Providing high-quality teaching that is effective for disadvantaged learners will mean teachers are providing effective learning for all. EEF highlights that research shows that teachers need effective personal development to keep improving and this is a key ingredient of a successful school.	1, 2 and 3
Funding for experienced teachers to work across key stage 1 and 2. Teacher will work with existing teachers to support individuals and cover lessons whilst class teacher delivers targeted support.	EEF research shows that ensuring an effective teacher is in front of every class should be a top priority for pupil premium spending.	1, 2 and 3
Funding for music specialist to teach children in receipt of pupil premium to play a musical instrument at no cost ensuring pupils have equal access to all areas of the curriculum.	The programme of free musical tuition has been running for 2 years. One of the perceived benefits of participation in musical instrumental lessons is that it requires learning and practice which are key skills for achievement in education and employment.	4 and 6

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

Budgeted cost: £24,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the school-led teaching programme where teachers provide targeted, structured interventions to children whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive this will be disadvantaged, including those who are high attainers.</p>	<p>Targeted interventions based on careful analysis of children’s progress and needs can be an effective method to support low attaining pupils or those falling behind both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>These interventions will be delivered by class teachers</p>	<p>1, 2 and 3</p>
<p>Immediate phonic interventions put in place to close gaps and catch up. This will be primarily for disadvantaged pupils but include others in their peer group who would benefit from the support at the same time. This will be delivered by class teacher.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £ 38, 482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a dedicated family support team to provide individual family support with attendance, health, social and emotional, academic issues.</p> <p>Bespoke programmes are carried out to build resilience in pupils and families.</p>	<p>Social and emotional learning approaches have a positive impact on pupils' development. The evidence indicates that there is a particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Links between home and school is proven in supporting the progress pupils make academically as well as socially and emotionally.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5 and 6</p>
<p>Support to participate in activities which enhance and broaden the curriculum and learning experiences such as after-school clubs, school trips and residential visits.</p>	<p>To reduce the overall financial burden upon, the school will fund the overall cost of activities (including school trips and residential visits) where required to enable accessibility for all.</p> <p>The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. Disadvantaged pupils may have less opportunity to build cultural capital – this in turn impacts on their attainment. EEF evidence shows that outdoor adventure learning +4 months progress</p>	<p>4, 5 and 6</p>
<p>Support high levels of punctuality and attendance using a reward system</p>	<p>Research from the DfE points to an irrefutable link between high attendance and attainment.</p>	<p>5</p>
<p>Breakfast club attendance</p>	<p>Research has shown that providing children with breakfast can help to boost their attention span, concentration and memory. In addition, attendance at breakfast will support wellbeing as well as levels of attendance and punctuality.</p>	<p>5 and 6</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experience and those of other schools we have needed additional funds to support disadvantaged children directly when necessary.</p>	

Total budgeted cost: £125,934

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 2021 to 2022 academic year.

KS2 SATs data shows that pupils in receipt of the pupil premium performed as well as and, in many cases, better than their peers not eligible for the grant. 89% of our year 6 pupils in receipt of the premium achieved the expected standard in reading, 78% achieved the expected standard for writing and 89% for maths resulting in 78% achieving expected standard for in reading, writing and maths.

Almost all (80%) of our pupils in receipt of the premium passed the phonics check and 67% passed by the end of year 2. As stated in the intended outcomes section, we set out to achieve that all pupils in receipt of the premium achieve the phonics check by 2024/2025.

Those pupils not meeting the expected milestones or in danger of falling behind are given additional support particularly in maths and reading. This is enabling some pupil premium children to keep up with their peers. In addition, catch up support has been offered to identified children from Y1 to Y6 targeting those in receipt of the premium. Pupil premium pupils have been prioritised for the catch-up support programme and this has impacted well and contributed to the children staying on track with their learning.

Data from end of year KS1 tests suggest that, despite some strong individual performances, the progress and attainment of the school's pupils in receipt of the premium in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the impact of Covid-19, although we also identified that some of the approaches used to boost outcomes for pupil premium children had less impact than anticipated.

The attainment gap between our pupil premium and non-pupil premium pupils has grown for some year groups since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of Covid-19 on pupils eligible for the pupil premium grant.

There has been an increase in participation in our after-school clubs. Over 70% of our pupil premium pupils took part in after-school clubs last year. All pupils in receipt of the premium were given additional music lessons taught by our music specialist at no cost to parents/carers. The pupils are taught to play a range of instruments. Observations have shown that children have gained increased confidence not only in their musical ability but also more widely in their approach and attitude towards learning in school.

Absence among pupils in receipt of the premium was 3.82% higher than their peers in 2021/22 and persistent absence 29% higher. We recognise this gap is too large which is why significantly improving the attendance of our pupils in receipt of the premium is a focus of our current plan. These results mean that we are not at present on course to achieve the outcomes we set out to achieve by 2023/2024, as stated in the intended outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above.

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
None purchased.	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service children have free access to termly afterschool clubs as well as school trips and residential visits.</p> <p>All children are involved in enriching experiences and activities which excite and enthuse them to learn across all subjects.</p> <p>Service children are provided with a pupil premium mentor who meet with them, when necessary, to offer support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service children participated in activities such as after-school clubs, school trips and residential visits, which enhanced and broadened the curriculum and learning experiences This has provided opportunities to develop self-esteem and confidence.</p> <p>If required, service children can receive additional support from the family support team. The impact of this is individualised to each child and their family.</p>