



Pupil Premium Strategy Statement – Middlewich Primary School



Pupil premium strategy statement

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	403
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended –you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	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	£110,045
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£110,045

Part A: Pupil premium strategy plan

Statement of intent

At Middlewich Primary School, we intend that all pupils, regardless of their background or challenges, make good progress and excel 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.

To achieve this, we remain dedicated to incorporating the latest research from the Education Endowment Foundation and implementing the 3-tiered approach to spending as detailed 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.

At the core of our approach is a commitment to high quality teaching, strategically tailored to address the specific needs of disadvantaged pupils. This targeted focus not only proves instrumental in narrowing the attainment gap associated with disadvantage but also contributes positively to the academic growth of our non-disadvantaged pupils. Implicit in the intended outcomes, detailed on page four, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is dynamic and responsive, addressing both common challenges and individual need. This is rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we commit to:

- Prioritising the cultivation of robust professional relationships with pupils, fostering a secure and enjoyable learning environment.
- Collaborating with pupils and families where attendance is poor.
- Providing disadvantaged pupils with sufficient support, challenge and opportunities to unlock their potential.
- Implementing early interventions at the point of identified need.
- Embracing a whole school approach, where all staff members take responsibility for the outcomes of disadvantaged pupils and raise expectations regarding their academic achievements.

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 discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continue to be affected by the Covid-19 pandemic, and to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
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	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.
4	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.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional needs of 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	<p>By the summer 2026, pupils will fulfil their potential academically. This will be demonstrated by:</p> <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.	<p>Good attainment in phonics by July 2025 demonstrated by:</p> <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.
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 2025 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.

	<ul style="list-style-type: none"> 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 2024/25 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: £55,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training and resources to enable teaching of phonics to remain a high standard. 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 and 2
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 and 2
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	1 and 2

	keep improving and this is a key ingredient of a successful school.	
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 and 2
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.	3 and 5
Improve outcomes for all disadvantaged pupils by piloting the local authority RADY (raising attainment for disadvantaged youngsters) programme.	RADY is a long-term strategy to address a systemic issue of disadvantaged youngsters having lower attainment than their peers.	1, 2, 3, 4 and 5.

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>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>	1 and 2

	These interventions will be delivered by class teachers	
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.	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. Phonics EEF (educationendowmentfoundation.org.uk)	1 and 2

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

Budgeted cost: £ 35, 020

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>	1, 4 and 5
Support to participate in activities which enhance and broaden the curriculum and learning experiences such as	To reduce the overall financial burden upon, the school will fund the overall cost of activities (including school trips and	3, 4 and 5

after-school clubs, school trips and residential visits.	residential visits) where required to enable accessibility for all. 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	
Support high levels of punctuality and attendance through family support work and purchase of targeted support by the local authority.	Research from the DfE points to an irrefutable link between high attendance and attainment.	4
Contingency fund for acute issues	Based on our experience and those of other schools we have needed additional funds to support disadvantaged children directly when necessary.	

Total budgeted cost: £110,045

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment gap between our pupil premium and non pupil premium pupils has widened for certain year groups since the onset of the pandemic, mirroring national trends. This demonstrates the disproportionate impact of Covid-19 on pupils eligible for the pupil premium grant.

Analysis of the end-of-year KS2 tests reveal that, despite some strong individual performances, the progress and attainment of the pupils receiving the premium in 2022/23 fell below our expectations. KS2 SATs data shows that pupils in receipt of the pupil premium did not perform as well as their non-eligible peers. 50% of our year 6 pupils in receipt of the premium achieved or exceeded the expected standard in reading, while the national average stood at 60%. In writing, 44% achieved that expected standard (national average 58%) and in maths 64% met the expected standard, while the national average was 50%. This resulted in 33% achieving the expected standard across all three subjects compared to the national average of 44%.

60% of our pupils in receipt of the premium passed the phonics check and 50% passed by the end of year 2.

For those pupils not meeting the expected milestones or at risk of falling behind, additional support has been provided, This targeted support has enabled some pupils to maintain pace 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.

All pupils in receipt of the premium benefited from 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.

Initial evidence indicates a positive impact from the involvement of the family support worker and pastoral lead. Approximately 70% of our pupil premium pupils and families have benefitted from additional support.

Whole school attendance exceeds national average. Absence among pupils in receipt of the premium was 2.6% higher than their peers in 2022/23. Although his percentage has decreased since the previous year, we recognise that this gap is still too large. Recognising the significance of narrowing this disparity, we have made it a focal point in our current plan to significantly enhance the attendance of pupils receiving the premium. We have implemented targeted measures to further promote and encourage good attendance throughout the current academic year.

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
Power Maths	Pearson Education Ltd
Purple Mash	2Simple Ltd
TT Rockstars	Maths Circle
Numbots	Maths Circle
Little Wandle Letters and Sounds Revised	Wandle Learning Partnership