

# Pupil premium strategy statement – Middle Street Primary School

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	183
Proportion (%) of pupil premium eligible pupils	31.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 2024/25 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rob Cooper
Pupil premium lead	Rob Cooper
Governor / Trustee lead	Karlynn Layzell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82175
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>	£
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£82175</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 are challenged in the work that they're set
- 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	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Key Stage 2 in July 2023:</p> <ul style="list-style-type: none"><li>• 50% of our disadvantaged pupils achieved the expected standard or higher compared to 79% of the whole cohort. (N.B future comparisons to be made against non-disadvantaged pupils).</li></ul>

	<ul style="list-style-type: none"> <li>0% of our disadvantaged pupils achieved the higher standard compared to 31% of the whole cohort. (N.B future comparisons to be made against non-disadvantaged pupils).</li> </ul>
2	<p>Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Key Stage 2 in July 2023:</p> <ul style="list-style-type: none"> <li>25% of our disadvantaged pupils achieved the expected standard or higher compared to 69% of the whole cohort. (N.B future comparisons to be made against non-disadvantaged pupils).</li> <li>0% of our disadvantaged pupils achieved the higher standard compared to 14% of the whole cohort. (N.B future comparisons to be made against non-disadvantaged pupils).</li> </ul>
3	<p>Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Key Stage 2 in July 2023:</p> <ul style="list-style-type: none"> <li>50% of our disadvantaged pupils achieved the expected standard or higher compared to 83% of the whole cohort. (N.B future comparisons to be made against non-disadvantaged pupils).</li> <li>0% of our disadvantaged pupils achieved the higher standard compared to 52% of the whole cohort. (N.B future comparisons to be made against non-disadvantaged pupils).</li> </ul>
4	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health difficulties for many pupils, notably due to lack of engagement and enrichment opportunities during the pandemic and subsequent recovery years than for other pupils. These findings are supported by national studies.</p> <p>Referrals for support have markedly increased in recent years.</p>
5	<p>Our attendance data for academic year 2022/23 shows that attendance among disadvantaged pupils (88.8%) was lower than non-disadvantaged pupils (93.9%) and all pupils (92.2%) - noting that this is low for all pupils both non and disadvantaged. The unauthorised absence rate for disadvantaged pupils (3.2%) is more than double non-disadvantaged pupils (1.2%).</p> <p>Our observations and assessments indicate that attendance is negatively impacting upon disadvantaged pupils' progress.</p>
6	<p>Phonics data shows that disadvantaged pupils achieve significantly lower than non-disadvantaged and all pupils in Little Wandle termly assessments.</p> <p>Early Years Autumn 1 2023: Disadvantaged 58%, Non-disadvantaged 75% All Pupils 58%.</p> <p>Year 1 Autumn 1 2023: Disadvantaged 40%, Non-disadvantaged 67% All Pupils 63%.</p> <p>Observations and discussions with teachers suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>

## 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
Improved maths attainment among disadvantaged pupils.	<p>Early Years, KS1 and KS2 maths outcomes in 2025/2026 show that the % of disadvantaged pupils, taking into account SEND, meeting the expected standard is at or above the national average.</p> <p>Early Years, KS1 and KS2 maths outcomes in 2025/2026 show that the % of disadvantaged pupils, taking into account SEND, meeting the higher standard is at or above the national average.</p>
Improved writing attainment among disadvantaged pupils.	<p>Early Years, KS1 and KS2 maths outcomes in 2025/2026 show that the % of disadvantaged pupils, taking into account SEND, meeting the expected standard is at or above the national average.</p> <p>Early Years, KS1 and KS2 maths outcomes in 2025/2026 show that the % of disadvantaged pupils, taking into account SEND, meeting the higher standard is at or above the national average.</p>
Improved reading attainment among disadvantaged pupils.	<p>Early Years, KS1 and KS2 maths outcomes in 2025/2026 show that the % of disadvantaged pupils, taking into account SEND, meeting the expected standard is at or above the national average.</p> <p>Early Years, KS1 and KS2 maths outcomes in 2025/2026 show that the % of disadvantaged pupils, taking into account SEND, meeting the higher standard is at or above the national average.</p>
To achieve and sustain improved social, emotional and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A significant reduction referrals for support</li> </ul> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils, taking into account SEND, and their non-disadvantaged peers being reduced to 0%.</li> </ul> <p>The percentage of pupils who are persistently late being below 0.5% and the figure among disadvantaged pupils, taking into account SEND, being no more than their peers.</p>

## 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: £26500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through engagement with the ‘Sustaining Mastery and ‘Mastering Number’ programmes from National College for Excellence in the Teaching of Maths (NCETM).</p> <p>We will fund lead teacher release, coaching, and CPD for staff.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence based approaches.</p> <p><a href="#">DfE Mathematics Guidance for Key Stage 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1
<p>Embed English ‘Pathways to Read’ and ‘Pathways to Write’.</p> <p>We will fund resources, lead teacher support, coaching and CPD.</p>	<p>The main focus of this approach will be curriculum development improving the quality of teaching in English and Reading.</p> <p>The Mastery approach to English through the programme ‘Pathways to Write.’ Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children’s vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.</p> <p>The Mastery approach to English through the programme <i>Pathways to Read</i>. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided.</p> <p>We deliver one whole class shared reading lesson per week from years 2-6 with bespoke grouped reading for every pupil at least once a week as well as individual reading. For pupils still needing support with phonics from years 2-6, we provide an individual reading programme</p>	2 3

	<p>that has phonically decodable texts at the heart of it. In our shared and grouped reads, there is a clear teaching focus with the opportunity to master key reading skills in each session. There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently.</p> <p>Many opportunities for widening children's vocabulary are given through the <i>Pathways to Read</i> approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.</p> <p>The Education Endowment Foundation provides evidence on the effectiveness of this type of approach – both with Mastery learning and Reading Comprehension Activities, that are embedded within the Pathways to Read programme.</p> <p><a href="#">Education Endowment Foundation – Mastery Learning</a></p> <p><a href="#">Education Endowment Foundation – Reading Comprehension Activities</a></p>	
Implementation of 'From Mitigation to Success'.	<p>The EEF guidance leads the systematic approach to improve outcomes for vulnerable groups (SEND, Pupil Premium pupils) through bespoke learning opportunities developed in participation on the Brighton &amp; Hove From Mitigation to Success CPD programme.</p> <p><a href="#">Education Endowment Foundations Website – EEF Guide to The Pupil Premium</a></p>	1 2 3 4 5 6
Continued implementation and embedding of a DfE validated Systematic Phonics Programme to secure stronger phonics teaching for all pupils	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Education Endowment Foundations Website - Phonics</a></p>	3 6

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

Budgeted cost: £42300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3 6
Intervention and Support Programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3

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

Budgeted cost: £ 13375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Working Together to Improve School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 82175**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

July 2023 marked the end of the previous pupil premium strategy plan. Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were not fully realised.

51% of disadvantaged pupils across the school also have Special Educational Needs and Disability. This has an impact on outcomes and performance information. The school therefore focusses on individual need and provision that will meet those needs – this is closely linked to the provision detailed on learning plans for individual children. The school will evaluate future outcomes and achievement separately for disadvantaged pupils with SEND and disadvantaged pupils without SEND.

Overall attendance between 2020/21 and 2022/23 was maintained at or around 92% across all years. For disadvantaged pupils, overall attendance was 90% 21/22 and 89% in 22/23. The gap between disadvantaged pupils and their non-disadvantaged peers remains, which is why attendance is a focus of our current plan. This school is working to address individual barrier and needs in this area.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by the pandemic years – this is especially true in Early Years and Key Stage 1. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Based on all the information above, the performance of our disadvantaged pupils, taking into account individual needs and SEND met expectations. However the school recognises that further progress can be made and, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, 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.

