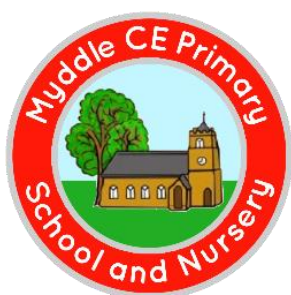


Pupil premium strategy statement



This statement details our school's use of pupil 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	Myddle CE Primary School
Number of pupils in school	117 (102 + 15 nursery)
Proportion (%) of pupil premium eligible pupils	17/117 = 14.5% Excluding service premium: 12/117 = 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Clare Williams
Governor	Jan Donoghue

Disadvantaged

11 of your school's 125 pupils are classified as disadvantaged, this is 10.1% of your cohort.

This is 16.4% lower than the national average of 26.5%.

8.9% (5) of your girls are disadvantaged, 17.6% lower than the national of 26.5%. 11.3% (6) of your boys are disadvantaged, 15.2% lower than the national of 26.5%.

Disadvantaged pupils contribute £15,235 to the budget of your school in disadvantaged funding.

You can find more information on disadvantaged (Pupil Premium) funding [here](#).

DISADVANTAGED: NC YEAR BREAKDOWN

NC Year	Girls	Boys	Total	Finance
1	1	1	2	£2,770
2	0	1	1	£1,385
4	1	3	4	£5,540
5	1	1	2	£2,770
6	2	0	2	£2,770
Total	5	6	11	£15,235

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PPG this year : £15235
Recovery premium funding allocation this academic year	Catch up : £0
Pupil premium funding carried forward from previous years	£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	Total: £15,235

Part A: Pupil premium strategy plan

Statement of intent

Our objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To build effective relationships with the parents/carers

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Ensuring staff are well-informed and have access to up to date research into effective strategies.
- Ensure that staff have relevant CPD to ensure they understand how vulnerable children can be supported
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring every class has a teaching assistant thus improving opportunities for effective teaching and accelerating progress
- Employ a Catch-Up teacher to undertake specific academic interventions identified through pupil progress meetings.

- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- Support provided through external agencies such as Reach, Woodlands, BeeU
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations, but well-being will take priority so that children are in a good place to learn.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support – CPD for staff and / or external agency support for children and parents.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support and well-being support when needed, via our learning mentors or external agencies eg. Early Help, strengthening families.
- Behaviour support including regulating emotions
- Support for the whole family through advice and referrals where need identified.

Challenges

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

Challenge number	Detail of challenge
1	Complex family situations (eg. social worker involvement, CP, CIN, DA, Early Help, separation, parental health)
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Attendance and Punctuality issues.
4	Frequent behaviour difficulties within a core group of children stemming from lack of confidence, resilience and trust.
5	Poor oral language and communication skills, inc phonetic awareness

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
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in phonics and spelling	Staff will be trained in effective ways to teach phonics and spelling;

	Children will
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Staff know how to support vulnerable families; Families feel welcome and supported by school	Staff will know where to signpost families for support; Staff will receive CPD relevant to their child's needs; Trust is built between school and home. Parents and carers feel confident to come in, phone or communicate with staff.
Increase attendance in school	Attendance of disadvantaged pupils is above 88%
Demonstrate more positive learning behaviours	Children will be more resilient and accept help and support; Children will develop a 'can do' attitude and be willing to try new tasks and persevere for longer periods on tasks.

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: £10,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a TA every afternoon for year 6 class to enable interventions to be done with target pupil.</p> <p>£5444 10 hours TA time per week.</p> <p>Employ a TA every afternoon for year 4/5 class to enable interventions to be done with target year group (yr5).</p> <p>£5444 10 hours TA time per week.</p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 5/6 cohort and have identified that a full time TA, would allow the teacher to increase the amount of attention each child will receive and implement some specific interventions to close gaps from the morning work.</p>	2,4

<p>CPD for staff in their curriculum areas, which is then disseminated to staff;</p> <p>CPD for all staff on areas pertinent to SDP eg. reading, writing and science;</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a UPS member of staff who will take on and develop this role with the middle management structure.</p>	2, 3
<p>All ks1 and EYFS trained in phonics (RWI)</p> <p>Additional TAs and staff from nursery to be utilised in teaching daily phonics groups so that group size can be kept small, and differentiation high.</p>	<p>EEF +5: research shows that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.</p> <p>Evidence shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	2,5

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

Budgeted cost: £ 1053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention teacher 2 hours per week. Target identified through pupil progress meetings and on-going assessment for learning by teacher.</p> <p>£418</p> <p>TA intervention: 50 hours at £635</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>TA interventions will be carried out with groups of 2:6 children, focussed on catch-up and filling the gaps in learning identified during the previous lesson. This will be maths or English.</p>	2

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

Budgeted cost: £ 4167

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor TAs to support children who are having difficulty accessing learning through behavioural issues to support their management of their own behaviour;</p> <p>CPD for TAs undertaking the role of Learning Mentor including ELSA training £835</p> <p>Release time for TAs to do training: 2 TAs at 3 days each for nurture course: £0 for course, but TA supply hours needed to cover absence.</p> <p>Release time to work with Learning Mentor at Baschurch Primary: £420</p> <p>Administrator to act as a 'family champion' building relationships, trust and communication with vulnerable families – additional office hours to be claimed to compensate for time spent on family support.</p> <p>Additional office time required: £2912</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs, carried out by our Learning Mentor eg. No worries, Lego Build to Express, ELSA (emotional Literacy), Emotion Coaching.</p> <p>Specialist support and training for staff on SEL needs of children.</p> <p>Specialist external agency support for child and their family for behaviour at home.</p> <p>Admin(RS) to attend NurtureUK training. 3 days</p>	<p>3,4</p>

Total budgeted cost: £ 16,090