

# Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and [Recovery Premium](#) for the 2021 to 2022 academic year and for 2 subsequent years in a 3-year plan) funding to help improve the attainment and outcomes of our disadvantaged pupils (DA).

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. The 3-year plan will be reviewed each year to improve and adapt.

## School overview

Detail	Data
School name	Middleton Primary School
Number of pupils in school	385
Proportion (%) of Pupil Premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022. 2022-2023. 2023-2024.
Date this statement was published	21 October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Alma McGonigle - Head of School & Martin Fry - Executive Headteacher
Pupil Premium Lead	Alma McGonigle Head of School
Governor / Trustee Lead	Bernard Champness Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,200
Recovery premium funding allocation this academic year	£24,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£239,375

# Part A: Pupil premium strategy plan

## Statement of intent

We are a school with high ambitions and a relentless drive to improve pupil experiences and to deliver transformative educational outcomes for all our children.

Our aim at Middleton Primary School is to provide all pupils with the opportunity to 'unlock their potential' and learn using their 'Head, Heart and Hands'. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. An exceptionally high proportion of pupils are SEND (27%; 106 children) national average (12%), and the low attainment of this group of pupils has also had significant impact on the outcomes.

We prioritise all DA pupils having access to the extra-curricular activities, trips and experiences available. This ensures we develop well rounded individuals who achieve their ambitions and flourish in life. The income, employment, health, education and crime deprivation indicators are all very high (Indices of Multiple Deprivation - IMD).

Our ultimate objectives are:

- To be relentless in eliminating the education attainment gap between disadvantaged (DA) and non-disadvantaged pupils at Middleton School
- For all disadvantaged pupils in school to meet or exceed nationally expected progress rates and to keep up, not catch up with their non-DA peers.
- For all disadvantaged pupils to access to the extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support. An overview of contextual data to all staff.

Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs, that these are addressed through high quality, evidence-based interventions led by appropriately trained staff, so that they keep up.

Ensuring all DA pupils are ready to learn through access to a breakfast club/ provision.

Close monitoring of attendance; with support to increase the attendance of DA pupils

Ensuring that vulnerable learners have access to high quality pastoral and mental health support, including an introduction of a new School Counsellor in September 2021. This is part of the 'Recovery programme' to enable holistic support.

Achieving these objectives:

The range of provisions available at Middleton School include:

- Frequent monitoring and intervention of progress and needs, including data sharing
- Literacy and numeracy support which includes in-class support and small group withdrawal during Success for All (SfA) and Maths, targeting underperforming DA.
- Assertive mentoring for pupils in Year 6 with SLT members using 'You Are Awesome' provided through PiXL with a focus on DA pupils.
- Providing support with transport to school to promote attendance
- Running a breakfast club (Bagels) to ensure DA pupils are prepared for the day
- Tracking and monitoring attendance to provide intervention and support where a need is identified and being relentless in ensuring home visits and regular contact.
- Frequent contact and support with parents regarding extra-curricular activities, trips and revision resources. Introduction of weekly Newsletter, including support for DA
- Providing iPads and Chrome Books to support with access to homework and remote learning and purchasing innovative apps to support with keeping up.
- Providing priority access to new School Counsellor for DA pupils
- Allocating high quality Welfare support and Teaching Assistants to support and improve wellbeing, including investing in CPD and coaching to up-skill staff

Training for all teachers to support with identification of Prior MA DA pupils who may have other barriers such as SEND, attendance, welfare, poverty, and behaviour.

Best practice and EEF research is shared and used to drive our purpose, on what makes key differences to pupils' long-term learning; leading to pupils' resilience, and ability to make connections with prior knowledge.

Teachers are made aware of targeted priority needs of SEND pupils that are also Pupil Premium and are supported during everyday lessons (Sig high SEND at MPS).

Use of EEF Family of School's to make comparisons of similar context school's and connect with schools and their leader's to learn from and support each other.

## Challenges

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

Challenge number	Detail of challenge
1	Delayed oral language development and age-related vocabulary
2	Slow progress and poor attainment in writing across all Year groups is an ongoing area of priority.
3	Arithmetic skills have suffered without continuous, rigorous practice.
4	Widening gap between Non-DA and DA pupils in KS2 in all subjects. Minimal conversion to GDS in KS2 of DA pupils.
5	Limited life experiences for Cultural capital and opportunities beyond school, affect children's ability to engage with a broad curriculum with confidence.
6	DA pupils, who are also identified as SEND (including HI & PI pupils) require an extensive programme of support to overcome these additional barriers.
7	Attendance of DA pupils is below that of non-DA. For some pupils, long term attendance during Covid has affected emotional wellbeing and progress.

## 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 Maths DA (Disadvantaged) learners achieving at least in line with national progress measures in Maths.	Gap between disadvantaged and non-disadvantaged pupils is closed using PIXL therapies. Disadvantaged achieve at least in line with national. Robust assessment in place to identify any needs for intervention. Evident increase in knowledge of key skills in numeracy through PIXL diagnostic and impact assessments. Effective use of key skills starters in Maths support lessons and use of TT Rockstars.
Progress in literacy DA learners achieving at least in line with or above national progress measures in literacy.	Robust assessment in place to identify any needs for intervention. Disadvantaged achieve at least in line with national. Reading scores show a reduced gap between DA and non-disadvantaged learners.
No in-school gap for pupils attaining GDS.	Evident increase in knowledge of key skills in literacy shown through assessment
DA pupils entering KS2 are frequently, carefully tracked and monitored against national non-DA from their key stage starting points	DA pupils enjoy their reading; as a result, confidence and progress improve. DA children are noticeably more confident to offer their ideas, suggestions and speculate about work.

<p>in Reading, Writing and Maths teachers.</p> <p>Every class teacher contributes to the setting of target goals for the key stage journey, especially for those of high ability making more than expected progress. Those pupils who have fallen further behind are identified and tracked to ensure the gaps are addressed.</p>	<p>DA pupils do better with test questions that involve these skills.</p> <p>The gap between DA reading and national non-DA continues to narrow.</p> <p>% of DA pupils attaining GDS is close to National Average.</p> <p>Those pupils who are DA close the gap on national non-DA, including those that are of high ability.</p> <p>More conversions between ability groupings happen.</p> <p>More conversion to greater depth occurs.</p>
<p>SENDCO, PP Lead and teachers work cooperatively in an increasingly effective way.</p> <p>Each contains a list of essential skills, plus smaller steps that account for individual and varied needs (and link with SEND); which contain appropriate headings and monitoring opportunities.</p> <p>Targeted support is provided, to improve the progress, attainment and attendance of <b>SEND</b> pupils that are also Pupil Premium. Improved staff expertise due to CPD investment. Staff to utilise the support of the expertise of SENDCO, external SEND support and HI Hub, along with BSL signers.</p> <p>Introduction of <b>PP Pathways bespoke profiling</b> and new <b>PP Ambitions project</b>.</p>	<p>Outcomes for DA pupils with SEND improve and any gaps between DA pupils identified as SEND narrow.</p> <p>SEND funding adds value to outcomes (also via HI HUB).</p> <p>Staff expertise (internal &amp; external), led by SENDCO and HUB Lead, including supporting HI pupils through BSL signing staff improve outcomes.</p> <p>Introduction of profiling the context of each Year group for the 7 x Year groups across the school, showing key information to all staff about the families we serve; namely number and percentage of SEND/ including EHCP, DA, FSM, CP, CIN, Attendance and EAL.</p> <p>This enables bespoke and laser support of key individuals and groups who need support through robust monitoring.</p> <p>Teachers engage in the input of data, using the profiling to support any actions required, including increased contact with parents/ carers.</p>
<p><b>Attendance</b></p> <p><b>Improved attendance</b> of targeted disadvantaged pupils.</p> <p>Improved attendance across all Year groups, particularly those who are PA and DA, reaching the school target; 96%</p> <p>New Strategic Attendance Officer (temporary for autumn 2021) to implement new monitoring of specific groups for DA pupils and focus on PA and those who are U code (late after legal register closes).</p> <p>A 3-year initiative is required owing to much disruption due to Covid-19.</p>	<p>The attendance of DA learners meets the school target of 96%.</p> <p>PP/DA Lead meets regularly with the Attendance Lead and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact DA learners and have plans in place to support these, including regular home visits, meetings and challenge of parents, using FPN as appropriate.</p> <p>DA pupils, who have poor attendance, spend more time in school engaging in an improved extra-curricular programme of clubs and activities – as a result, there is an improvement in progress for those pupils.</p> <p>Targeted intervention for PA students, including use of incentives and robust support for families, reports</p>

	<p>positive results. Attendance areas improve, particularly for key groups.</p> <p>Introduce new initiatives using <b>PP Ambitions Project</b>. Review of 'lockdown' experiences.</p> <p>Introduction of a new tracking system; Pupil Premium Pathways, to deliver more rigour in tracking the progress of DA pupils who are not moving or making expected levels of progress.</p> <p>To track and initialise PP spending, analyse the impact and evaluate what is happening at a classroom level.</p> <p>Ensure more accountability for each member of staff and use CPD to impart knowledge on the importance of narrowing the gaps and supporting DA pupils (PP)</p>
<p>DA pupils and their families can access support that meets their needs, as quickly as possible, via a multi-agency approach to housing/parenting/social care/hardship.</p> <p>Mechanisms for teacher involvement with welfare personnel and information are effective.</p> <p>Families feel well supported and access resources to enable them to support their children in their learning and home environments.</p>	<p>Welfare outcomes for DA pupils are quickly satisfied; helping to address, support and improve issues so that pupils are not inhibited in their learning and progress, whilst at school and beyond the school gates.</p> <p>Introduction of a new weekly Newsletter with support for families, welfare, signposting of opportunities for social mobility.</p> <p>Introduction of a new Wraparound Care (Feb 2022) provision for breakfast club and after school club for working parents for our school families to enable them to access work opportunities and longer hours.</p>
<p>DA pupils to access a wider experience base of everyday activities (pre-enrichment activities) that support the topic/area being studied. Pre-COVID, DA children were funded to visit museums, residential adventure activities etc. This year, pupils will once again travel outside of Bretton and Peterborough. Children become aware of a world beyond their own locality. This will allow them to imagine an alternative to their current reality.</p> <p>Raising white British boys' attainment is a priority</p>	<p>Pupil's life experiences and cultural capital are increased. This can challenge their current world view and their current reality. Visits inspire and open pupils' eyes to a world bigger than Bretton/ Peterborough.</p> <p><b>Plan:</b> Whole school Science Circus STEM activity day.</p> <p>EYFS: Farm visit</p> <p>Year 1 TBC</p> <p>Year 2 to see The Bear at the Theatre</p> <p>Year 3 to an overnight Camp experience</p> <p>Year 4 TBC</p> <p>Year 5 to see Gangsta Granny at the Theatre</p> <p>Year 6 trip to London and to an outdoor adventure day</p> <p>The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.</p>
<p>DA pupils do not face an additional disadvantage regarding access to IT, to support their learning in the classroom.</p>	<p>DA children are able to access IT, alongside non-disadvantaged peers. DA pupils become confident and adept at using IT to benefit their learning and develop potential.</p>

Catch-up programmes can be maximised and full advantage taken of IT opportunities. Teachers are Apple trained to enable optimum use of this resource. Use of Blended Learning and Flipped Learning to aid learning beyond the classroom	DA children are keeping up, not catching up with their non-DA peers.
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## 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: £90,000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing</p> <p>Intervention Teaching Staff</p> <p>Quality First Teaching – use of CPD To upskill and coach current staff</p> <p>HLTA qualification – training and upskilling several current TAs to become HLTAs</p>	<p><b>Ofsted's 2014 report on PP progress:</b> <b>Ofsted:</b> <i>Staff are made aware of the achievement data surrounding PP pupils and the research driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's PP outcomes.</i></p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</i></p> <p><i>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</i></p>	1, 2, 3, 4, 5, 6
<p>Success for All (SfA) focuses upon securing the progress of MPA, to ensure a greater % of DA pupils attain GDS in reading.</p> <p>Increase in writing opportunities.</p> <p>Writing has a clear purpose, with identified stimuli</p>	<p>Some pupils, boys in particular, appear reluctant to write and are unable to transfer the skills learnt in SfA to other pieces of writing. This impacts upon the standards they reach by the end of KS1, GDS in particular.</p>	1, 2, 4, 6

Teach and test academic vocabulary.	Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)	1, 2, 4, 6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group Tutoring <b>(Recovery Premium) Top up funding</b> Year 6: 12 pupils (21% of the cohort) identified as B1 (key marginal) to receive tutoring using PIXL diagnostic assessments and associated therapies. Of these 12 pupils, 8 are DA.</p>	<p><b>Sutton Trust:</b> Small group tuition +4 months Reduced class size +3 months Small group tuition teaching strategy from the EEF teacher toolkit. “ <b>EEF:</b> 1-1 tuition can be effective in delivering approx. 5+ months progress on average <b>Sutton Trust:</b> Extended school time +2 months</p>	1, 2, 3, 4, 6
<p>TA delivering Nuffield Early Language Development in intervention for EYFS To address the loss of speaking and listening skills in EYFS, the school has enrolled onto the Nuffield Early Language Intervention programme. TA to support with national speech and language activities during every afternoon. Started in Sept 2021.</p>	<p><b>Sutton Trust:</b> Small group tuition +4 months Reduced class size +3 months</p>	1, 2
<p>Accelerated Reader/Myon (Reading programme) Bedrock Vocabulary  Success For All (Literacy)</p>	<p><b>Sutton Trust:</b> Phonics +4 months Small group tuition +4 months Reduced class size +3 months Homework +5m <b>EEF:</b> 1-1 tuition can be effective in delivering approx. 5+ months progress on average</p>	1, 2, 4
iPad Project/ Tech.	<p><b>Sutton Trust:</b> Homework +5 months,</p>	3, 4, 5

All children in Year 5 and Year 6 given their own iPad for use in school and at home. Year 4 children have classroom iPad's for the Year group. Strategic IT Lead supports with introduction of this, online safety, use of apps and vital CPD for staff and training for the children and parents.	Digital Technology +4 months	
TT Rockstars and Doodle Maths White Rose/Third Space Learning	Numeracy is a key determiner for academic and success and financial competency in adult life.	

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

Budgeted cost: £80,000 (staffing); £8,800 (literacy)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing to support Attendance and well-being. -Part-time Welfare Lead/ DSL -Full-time Welfare Officer -School Counsellor ( <b>Recovery Premium</b> - new in September 2021) -Part-time temporary Strategic Attendance Officer <b>(Recovery Premium)</b> Whole school therapeutic Behaviour strategy (Steps) and alternative approaches to exclusion and training 4 staff in Team Teach safer handling of pupils (Headteacher, AHT, SENDCO, HLTA) Jan/ Feb 2022	<b>Sutton Trust:</b> Social and emotional learning +4 months Parental involvement +2  Behaviour interventions strategy from the <b>EEF teacher toolkit.</b>  PP students are 4 times more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternative provision and shaping the curriculum to meet their needs will avoid this.	5, 7
<i>Middleton's Marvellous Breakfast (bagels and milk)</i> <b>(Recovery Premium)</b>	<b>Social Mobility Commission research</b>	5, 7
<i>PE and extended activities programme, including the daily 'Golden Mile' and the Den Club</i>	<b>Sutton Trust:</b> Small Group Tuition +4 months. Outdoor education +2 months	5
<i>Gifting each child across the school with a Christmas book to improve literacy and well-being</i>	<b>Sutton Trust:</b> Phonics +4 months Parental involvement +2	5
<i>Rewards linked to team-work, self-esteem and co-operative learning, improve attendance.</i>	<b>Social Mobility Commission research</b>	5

	<p><b>The Department for Education (DfE)</b> published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve Grade 4 or above, and 3.1 times more likely to achieve Grade 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs Grade 9-1 or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	
<p><i>Trips/ Visits</i>  <b>(Recovery Premium)</b>  <i>EYFS: Farm visit</i>  <i>Year 1 TBC</i>  <i>Year 2 to see The Bear at the Theatre</i>  <i>Year 3 to an overnight Camp experience</i>  <i>Year 4 TBC</i>  <i>Year 5 to see Gangsta Granny at the Theatre</i>  <i>Year 6 trip to London and to an outdoor adventure day</i></p>	<p><b>Social Mobility Commission research</b></p> <p>Suggests that extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). – are important in predicting intentions to remain in education after compulsory schooling.”</p>	<p>5, 7</p>

**Total budgeted cost: £228,800**

## 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 during academic years shown.

Any data available is from the end of the academic year 2019 (unless otherwise stated) as the last published data available, due to COVID.									
Results for DA Pupils	2019 results			Like for Like Data 2019 National			National OTHER data 2019		
	EXP+	GD	Progress	EXP+	GD	Progress	EXP+	GD	Progress
% Achieving R, W, M end of KS2	44%	0%	N/A	51%	5%	N/A	71%	13%	N/A
% Reading achievement end of KS2	59%	16%	-1.37	62%	17%	-0.66	78%	31%	0.30
% Writing achievement end of KS2	69%	3%	-0.73	68%	11%	-0.54	83%	24%	0.25
% Maths achievement end of KS2	66%	13%	-1.21	67%	16%	-0.77	84%	32%	0.35

<b>% Achieving R, W, M end of KS1</b>	64%	9%	-				N/A	N/A	N/A
<b>% Reading standard in KS1</b>	67%	19%	-				78%	28%	N/A
<b>% Writing standard in KS1</b>	67%	4%	-				73%	17%	N/A
<b>% Maths standard in KS1</b>	79%	14%	-				79%	24%	N/A
<b>% KS1 Phonics</b>	92%	-	-				N/A	N/A	N/A
<b>% Y1 Phonics</b>	64%	-	-				84%	N/A	N/A
<b>% EYFS GLD (R, W, M combined)</b>	77%	-	-					N/A	N/A

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum, particularly Writing. In 2018 the outcomes were stronger with a dip in 2019, followed by 2 years of disruption during 2020 and 2021 due to the pandemic. This disruption has continued into 2021/2022 academic year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, PiXL and Success for All (SfA) and home devices.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 90.81% overall (2020/2021) and 93.84% overall (2019/2020) and 95.3% overall (2018/2019), it was equal to the national average prior to the pandemic at 95.3%. This is the most recent published figure nationally for attendance. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers and persistent absence 16% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. The table below outlines the trends for the past 3 years, showing how the pandemic has affected attendance, particularly for disadvantaged pupils. We remain steadfast in our efforts to ensure children attend school.

Academic year	Attendance overall	Disadvantaged (DA)	Non-DA	Persistent absentees (below 90%) DA	Persistent absentees (below 90%) Non-DA	Difference between DA and non-DA PA (below 90%)
2020/2021	90.81%	88.72%	93.98%	34.26%	18.71%	15.55%
2019/2020	93.84%	93%	95.03%	24.49%	13.33%	11.16%
2018/2019 (National Average: 95.3%) 2019	95.3%	94.57	96.22%	13.50%	4.74%	8.76%

Our assessments and observations indicated that pupil behaviour, SEND, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, using key staff, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and have appointed a new School Counsellor in September 2021 using Pupil Premium funding and a key priority is for all staff to know how to support disadvantaged pupils using EEF key research, strategies and context.

[the EEF Toolkit](#)

[PiXL strategies](#)

[High Performance Learning Framework](#)



Pupil Premium and contextual information for 2021 -2022

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School
<b>Cohort No:</b>	<b>Cohort: 47</b>	<b>Cohort: 49</b>	<b>Cohort: 56</b>	<b>Cohort: 58</b>	<b>Cohort: 60</b>	<b>Cohort: 55</b>	<b>Cohort: 56</b>	<b>Cohort: 381</b>
<b>DA/ Pupil Premium</b>	<b>17%</b>	<b>41%</b>	<b>50%</b>	<b>55%</b>	<b>62%</b>	<b>71%</b>	<b>55%</b>	<b>51%</b>
No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:
<i>**Will increase</i>	8**	20**	28**	32	37	39	31	195
<b>Free School Meals (FSM)</b>	<b>15%</b>	<b>31%</b>	<b>41%</b>	<b>41%</b>	<b>52%</b>	<b>56%</b>	<b>41%</b>	<b>40%</b>
No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:
	7	15	23	24	31	31	23	154
<b>EAL</b>	<b>30%</b>	<b>37%</b>	<b>32%</b>	<b>36%</b>	<b>37%</b>	<b>29%</b>	<b>50%</b>	<b>38%</b>
No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:
	14	18	18	21	22	16	28	143
<b>SEND</b>	<b>22%</b>	<b>27%</b>	<b>27%</b>	<b>23%</b>	<b>37%</b>	<b>38%</b>	<b>27%</b>	<b>29%</b>
Boys: 8 (%)	Boys: 9 (%)	Boys: 11 (%)	Boys: 6 (%)	Boys: 18 (%)	Boys: 11 (%)	Boys: 8 (%)	Boys: 71 (19%)	
Girls: 2 (%)	Girls: 4 (%)	Girls: 4 (%)	Girls: 8 (%)	Girls: 4 (%)	Girls: 10 (%)	Girls: 7 (%)	Girls: 39 (10%)	
No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	
10	13	15	14	22	21	15	110	
<i>1xHI</i>	<i>1xHI</i>		<i>4xHI, 1xCiC</i>	<i>1xHI</i>	<i>1xPI</i>	<i>1xHI</i>	<i>9xHI, 1xCiC, 1xPI</i>	
<b>EHCP</b>	<b>2%</b>	<b>6%</b>	<b>2%</b>	<b>5%</b>	<b>3%</b>	<b>5%</b>	<b>2%</b>	<b>4.5%</b>
No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:	No of pupils:
	3	3	3	2	3	1	17	
<b>CP/</b>	<b>CP 4% (2)</b>	<b>CP (0)</b>	<b>CP (0)</b>	<b>CP (0)</b>	<b>CP 2% (1)</b>	<b>CP (0)</b>	<b>CP (0)</b>	<b>CP 1% (3)</b>
<b>CIN/</b>	<b>CIN (0)</b>	<b>CIN (0)</b>	<b>CIN 2% (1)</b>	<b>CIN (0)</b>	<b>CIN (0)</b>	<b>CIN 4% (2)</b>	<b>CIN 2% (1)</b>	<b>CIN 1% (4)</b>
<b>EHA</b>	<b>EHA % (0)</b>	<b>EHA 2% (1)</b>	<b>EHA 9% (5)</b>	<b>EHA 19% (11)</b>	<b>EHA 10% (6)</b>	<b>EHA 7% (4)</b>	<b>EHA 7% (4)</b>	<b>EHA 8% (31)</b>
<b>Attendance</b>	<b>Autumn 2021</b>	<b>Autumn 2021</b>	<b>Autumn 2021</b>	<b>Autumn 2021</b>	<b>Autumn 2021</b>	<b>Autumn 2021</b>	<b>Autumn 2021</b>	<b>Autumn 2021</b>
	<b>89.76%</b>	<b>92.76%</b>	<b>92.17%</b>	<b>92.57%</b>	<b>93.97%</b>	<b>90.53%</b>	<b>93.09%</b>	<b>92.23%</b>

**Review of expenditure**

<b>Previous Academic Year 2020- 21</b>	<ul style="list-style-type: none"> <li>• <b>Total budget: £246,135</b></li> <li>• <b>Total spent: £243,511 (£5,000 allocated but not spent on trips due to COVID).</b></li> </ul>
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**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Expenditure/Cost for initiative:
	<p>SfA groupings should support pupils and provide less need for intervention work with phonics. EYFS now use the SfA phonics too.</p> <p><b>COVID DISRUPTION:</b></p> <p><i>Transition of skills into the classroom – developing information systems to ensure that anything done in an intervention group is utilised by the teacher in everyday teaching</i></p> <p><i>Developing skillful use of talking partners, especially supporting TAs staff</i></p>	<p>Success criteria met. Prior to COVID, KS1 results were on a continual upward trend and close to national averages. Phonic check results: The phonic check for Yr 1 took place when the pupils were in Yr 2, in the autumn term 2020, due to the phonic check due to COVID were reassessed in the Autumn term. PP who did not attain the expected standard, also had additional SEND needs. Lockdown and bubble closures had a significant impact upon pupil outcomes. This was particularly evident in EYFS and Yr 1. An outstanding Phonics teacher has been employed from Sept. 21 to support the gaps in early reading skills. Whilst this is not PP funded, the teacher will work closely with the RSL to identify and support those disadvantaged learners.</p> <p>Once again, the SfA strategy was disrupted due to the pandemic. Key features of the programme had to be adapted – working in partners/working as a team of 4. Pupils instead had to sit in rows, without facing one another and couldn't share their work and resources.</p>	<p><b>Continue</b></p> <p>Successful in raising standards. Will continue with this approach but this time with more focus upon developing writing skills. LSL has linked writing skills and genres to pupils Dimensions curriculum learning, so that links can be made. Staff have had limited opportunity to moderate pieces of writing across this school and others. Now that restrictions are being eased, this will be a priority of the school.</p> <p><b>Continue</b></p> <p><i>Interventions lessons were impacted due to COVID school closures and bubble closures. Once pupils were back in school during the summer term, SfA strategies were employed to support pupils learning, particularly those of the disadvantaged. This will continue to be a focus for 21-22. Two members of staff in EYFS are funded through the PP budget.</i></p>	<p>Total costs:</p> <p>Success for All programme: £4,400</p> <p>SfA books to take home and keep and Accelerated Reader books: £7,007</p> <p>Accelerated reader subscription - £4,000</p> <p>Myon subscription - £2,000</p> <p>Teaching assistants and NNEB: £52,375</p>

	<p>PP pupils had access to a wider experience base of everyday activities, via planned pre-enrichment activities that support the topic/area being studied</p> <p>Additional Pupil Premium teacher employed.</p>	<p>Success criteria not met due to pandemic.</p> <p>Pupil Premium teacher employed to work with groups of children to close the gaps between PP and non-PP children. Particular focus in Upper KS2. The member of staff to also work with the school's welfare team, to work with those 'hard to reach' families to increase parental engagement and pupil welfare.</p>	<p><b>Continue – COVID restrictions allowing. Previous evidence shows that this has a positive impact upon pupil engagement and well-being.</b></p> <p>Work in the classroom was limited, due to COVID. Pupil welfare continued remotely, through Early Help meetings and monitoring of families during lockdown.</p>	<p>Cost: £53,481</p> <p>Cost of PP Lead: £15,000</p>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>  (and whether you will continue with this approach)	
A B	<p><b><u>COVID DISRUPTION</u></b></p> <p>CODE groups are set up throughout the school (Y2 &amp; 3) x4 afternoons a week, with groups of 4</p> <p>TA is employed to specifically hear readers in Y1 &amp; 2 on Monday and Thursday afternoons.</p>	<p>Success criteria not met. Due to staff shielding from COVID, this intervention could not take place.</p> <p>Pupils were able to access reading activities remotely. The school purchased 'Storytime' for all pupils in Yrs 2,3, and 4. This high quality story magazine also had online resources, which children could access remotely. This was funded through PP budget.</p> <p>Disadvantaged pupils were also given a 'Box of Books' from the Literacy Trust during lockdown, sourced by the LSL.</p>	<p>CODE will not continue this year. Once pupils were assessed on their return to school, a major barrier was identified – that of early years speaking and listening skills.</p> <p>As a result, the TA has been re-deployed to support EYFS pupils in the Nuffield Early Language Intervention programme.</p> <p>This is a national programme to support disadvantaged pupils to acquire greater speaking and listening skills.</p>	<p>Cost of TA: £4,730</p>

	<p>Purchase iPads for disadvantaged children. These iPads would be for use in and outside of school, to close to gap in access to IT. This iPad project is being monitored and impact measured.</p> <p>across the PKAT schools</p>	<p>Evidence for recent lockdown evidenced that many PP children were not able to access a device at home. Or were sharing a phone with their siblings. These iPads allowed for pupils to access remote learning during the school closures and bubble closures.</p>	<p><b>The use of iPads is being monitored by the Academy and Trustees. App usage is tracked, for each pupil, to ensure the device is used to its maximum potential. Yr 5 and Yr 6 teachers have all accessed iPad training and obtained the status of 'Apple Teacher'. Pupils use their iPads in school and take them home daily. This has increased pupil engagement and is closing the IT gap following COVID.</b></p>	<p>Total cost of pupil iPads: £17,000</p>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
	<p>Pupils' attendance is continuously monitored and the pupil welfare team meet regularly every half term to monitor the attendance and punctuality of individuals and plan for further actions required. The Pupil Premium coordinator worked closely with families of children who persistently have below expected % of attendance to provide support.</p>	<p>Attendance for disadvantaged pupils increased by <b>0.12% to 94.56%</b>.</p> <p><b>The school's attendance officer has been praised by the LA for her outstanding work in ensuring all is done to monitor and support those families whose attendance is below target. The welfare team closely track the welfare of disadvantaged pupils and fund targeted support through guidance for vulnerable families and children. Families are signposted to a range of agencies for support. In 20-21, the welfare team supported 36 families through Early Help, 7 were CIN, 4 CP and 5 young carers. Their work during the pandemic was crucial to the safeguarding of pupils in the school. All vulnerable pupils were encouraged to attend school during the closures. However, some parents refused this offer, so the work of the welfare team was paramount in ensuring the pupils and families accessed the appropriate support and pupils remained safe.</b></p>	<p><b>Continue.</b></p>	<p>Total cost of welfare team: £57,544</p>

	<p>A range of enrichments are provided which match children's needs. Children have access to opportunities that they might not otherwise have accessed. Children are offered opportunities to excel beyond the curriculum. Pupils with limited experiences, poor self-esteem and attitude to learning receive enrichment opportunities that enhance their understanding of the world, feelings of well-being and result in a more positive attitude towards self, school and learning.</p> <p>Pupils are offered fruit and milk daily, to supplement their diet.</p> <p><b>Additional expenditure of curriculum resources</b></p> <p><b>Rewards and Prizes</b></p> <p>First News</p> <p>Story Time Magazines</p>	<p>Prior to the pandemic, disadvantaged pupils were invited to attend extra-curricular clubs, free of charge. This included dance, football, cricket, drama. This was not possible during the height of the pandemic.</p> <p>The school's breakfast club could also not function as before, with mixed bubbles in the hall. Instead, disadvantaged pupils were given takeaway style breakfasts in 'grab bags', which were delivered to the classroom.</p> <p>Children to experience a world beyond South Bretton. Pupils experience a range of educational, cultural and sporting events, which broaden their horizons, develop their self-esteem and enrich their young lives.</p> <p>Children understand that individual and team efforts will be recognised. This approach embeds the concept of cooperative learning strategies and individual responsibilities</p> <p>To support children to have a wider view of the world. Follow on activities linked to reading comprehensions. To supplement reading at home and provide an alternative reading genre</p> <p>In order to narrow the gap between PP and non-PP, a range of curriculum resources were purchased. These were primarily based upon the school's reading development strategy.</p>	<p><b>Breakfast club to continue but extend to the entire school. Bagels offered to all children on arrival from September 2021.</b></p> <p><b>Enrichment activities are planned for the 21-22 curriculum and should see the return of pupils experiencing enrichment activities beyond the school.</b></p> <p><b>Accelerated Reader – reading programme IT based. Highly effective:</b></p> <p><b>MyOn: IT based reading programme for iPads.</b></p> <p><b>Third Space Maths subscription:</b></p> <p><b>Monthly storytime subscription: (too expensive – not continued).</b></p> <p><b>First News – Children's newspaper (not continued, too costly).</b></p> <p><b>Development of Yr 1 outdoor area: Due to lost time in EYFS, pupils required access to EYFS continual provision.</b></p>	<p>Total cost of breakfast club: Staff: £7,051 Food: £3,000 Fruit: £4,000 Milk: £4,207</p> <p>Trips: Cost £5,000 (not spent, due to COVID restrictions).</p> <p>£2,400</p> <p>£1,200</p> <p>£4,320</p> <p>Cost: £4,000</p> <p>Cost: £2,369</p> <p>Cost: £312</p> <p>Cost: £4,320</p> <p>Cost: £1,215</p> <p>Cost: £1,500</p>
		<p>Alma McGonigle</p>		<p>18</p>

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information

Quality first teaching is the main priority for Middleton School and with 51% of pupils eligible for PP funding and identified as disadvantaged; this is a key area we are striving to get right. *“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.*

Staff are aware of difficulties that may impact DA learners and have plans in place to support these. PP Lead/ Head of School has striven to reduce exclusions and regularly monitors behaviour and exclusion data and works with key pupils and staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve. We aim to reduce the need for exclusions by using other alternative therapeutic measures and strategies and the introduction of STEPS and new Team Teach training for 4 staff.

We ensure progress and inclusion of all Children in Care (CiC/ LAC) pupils and those previously in Care through regular monitoring and support and focussed PEP meetings, Child Care Reviews and professional meetings. CiC ring-fenced funding is spent specifically on pupils' needs and aspirations is used to support academic achievement and pastoral/ well-being support. Funding (PP+) is spent effectively and applied for through the Virtual School.

All stakeholders from the Middleton Primary School community are determined that disadvantage will not be a barrier to better outcomes and more opportunities. Senior Leaders are relentless in not allowing a disadvantaged start in life to determine a child's future. There is no compromise on this; this is our core purpose, and this is what drives us as senior leaders.