

# Pupil premium strategy statement



## School overview

Metric	Data
School name	Middlefield Community Primary School
Pupils in school	321 (Reception to Year 6)
Proportion of disadvantaged pupils	70%
Pupil premium allocation this academic year	£281,105
Academic year or years covered by statement	2021-2022
Publish date	1 <sup>st</sup> September 2021
Review date	1 <sup>st</sup> January 2022
Statement authorised by	David Potter (HT)
Pupil premium lead	David Potter (HT)
Governor lead	Michelle Pearson (Chair of Govs)

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A- COVID 19
Writing	N/A- COVID 19
Maths	N/A- COVID 19

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A- COVID 19
Achieving high standard at KS2	N/A- COVID 19

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	In line with non-disadvantaged-school 2022 and ALL pupils nationally
Achieving high standard at KS2	In line with non-disadvantaged -school 2022 and ALL pupils nationally
Measure	Activity
Priority 1	Improve attendance and persistent absence for ALL pupil groups, including disadvantaged so that they

	are at least in line with local figures and moving significantly towards national.
Priority 2	Phonics/Reading- Enhance the provision and use of phonics decodable books to ensure that reading books closely match the phonics knowledge that pupils are being taught and offer them plenty of opportunities to embed skills. This will encompass a wider review of schools phonics teaching and reading scheme.
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li>1. Children can only achieve their full potential with high standards of attendance in order to access quality first teaching and appropriate intervention. The COVID 19 pandemic had a detrimental impact upon the culture of attendance that we had worked very hard to establish. Rebuilding this culture is a key priority and partly relies upon an improving COVID19 situation locally and nationally.</li> <li>2. Many children do not receive support with reading at home and have very limited access to high quality books.</li> </ol>
Projected spending	<b>£36,000</b>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve <i>at least</i> national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve <i>at least</i> national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve <i>at least</i> national average progress scores in KS2 Maths (0)	July 2022
Phonics	Achieve <i>at least</i> national average expected standard in PSC for Y1 and Y2	July 2022
Other	Successfully implement Opening Worlds humanities curriculum in Y3 so that it continues into Y4 and becomes a KS2 curriculum.	Ongoing

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading- Continue ' <i>Reading Recovery</i> ' programme focusing upon disadvantaged children in Year 1 and those children who have not passed the PSC by the end of Y2.
Priority 2	Year 6- Deployment of HLTA in Year 6 to supplement delivery of English and Maths lessons to 'classes' of 8 children- lowering teaching ratios to 1:14 overall and providing targeted afternoon booster sessions in spelling and maths.
Priority 3	HLTA delivering 'First Class @ Maths' intervention programme to targeted pupils in Y1 and Y2 to make accelerated progress in Maths in Key Stage 1 to move in line with age related expectations
Priority 4	Children in Y3,4 and 5 targeted for 'Success @ ArithmeticNumber' and 'Success @ ArithmeticCalculation' Sense' Intervention Programmes to increase rates of progress from end of Key stage 1.
Priority 5	Engage a Speech and Language Therapist to work with targeted children in EYFS/KS1 for 1 day per week via Alder Hey speech and Language Team.
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li>1. Many of our youngest children do not receive support with reading at home and can fall behind peers without early support.</li> <li>2. Reduction of class sizes to below 15 can result in accelerated progress, improved teaching and learning, more focused attention and high quality feedback.</li> <li>3. As with Reading Recovery, short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</li> <li>4. Some children's progress in Maths in Y3/4 is not as rapid as school expects and is not in line with the 'expected' progress from Key Stage 1 Some children's progress in Maths in Y5 is not as rapid as school expects and is not in line with the 'expected' progress from Key Stage 1</li> </ol>

	5. Speech and Language is a significant barrier to many children and is an area of high need amongst school's SEN population. Early intervention without waiting for lengthy referral process.
Projected spending	<b>£110,000</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	All children to attend 1 educational trip per term.
Priority 2	More children in Years 4 and 6 will have access to planned residential at 'PGL' and 'Kingswood, Colomendy'.
Priority 3	Children in EYFS and KS1 to have access to Forest School throughout the school year to support a broad, balanced curriculum. Children to enjoy and benefit from alternative learning experiences
Priority 4	Children have the opportunity to learn how to play a range of musical instruments, to practice the art of performance, including singing and to develop a love of music. Provide wider opportunities for children to enjoy and develop musical skills. Funding for 2 after-school music clubs on offer to children from Y2 to Y6 – Guitar Club Percussion Club Use Resonate Music Hub to provide this service. Year 4 to have guitar lessons for 1 hour per week for the whole school year. Funding for each year group to have 1 hour Gospel Choir lessons for half a term each. Use Resonate Music Hub to provide this service
Priority 5	Funding for after-school Spanish clubs for children from Year 4-6. Children have the opportunity to refine skills taught through the curriculum in a fun, activity based afterschool club.
Priority 6	Year 3-6 to take part in the Children's University programme.
Priority 7	School continues to offer exceptional pastoral care to all children through the employment of 2 learning mentors to assist targeted individuals.
Priority 8	All children from Y1 to Y6 to take part in 1 term of weekly cooking programme.
Priority 9	Continue to offer a free breakfast club every morning with the support of Magic Breakfast.
Barriers to learning these priorities address	1. Children benefit from curriculum enrichment and have access to wider learning opportunities.

	<ol style="list-style-type: none"> <li>2. The development of positive attitudes including: team building, individual responsibility and overcoming challenges through the wider opportunities of outdoor learning.</li> <li>3. Self-esteem, independence and resilience are fostered. Children develop key skills of communication (speech and language), teamwork and the ability to overcome challenges. Children have the opportunity to thrive beyond the classroom.</li> <li>4. Cultural experiences are extremely important for all young people. Opening up wider opportunities to learn and develop a love of music</li> <li>5. MFL is a key skill for life</li> <li>6. Extracurricular programmes to raise aspirations and encourage lifelong learning. Activities carried out during and after school and by parents and families.</li> <li>7. Targeted children enabled to overcome a range of barriers to learning including: attendance, welfare, behaviour, esteem and confidence issues.</li> <li>8. Children will learn how to prepare a range of healthy meals and snacks, enabling them to lead healthier lifestyles. Parents follow up by cooking/baking the products at home.</li> <li>9. The effects of a good, nutritious breakfast are long established. The benefits to health, well-being, concentration and behaviour are enormous</li> </ol>
Projected spending	<b>£132,000</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff are supported and challenged appropriately in reaching high standards for ALL pupils.	Core subject leader monitoring, Termly/ half-termly assessments, pupil progress meetings
Targeted support	Timetabling: Ensuring appropriate time is allocated to staff leading targeted programmes. Ensuring children have access to broad and balanced curriculum and do not miss foundation subjects whilst having intervention	Clear timetabling from Key Stage Leaders

Wider strategies	Ensure that the curriculum remains at the core of schools work and that pastoral provision enhances this.	SLT to monitor and review
------------------	---	---------------------------

### Review: last year's aims and outcomes

Aim	Outcome
Increased attendance for PP children.	N/A- COVID 19
Raised attainment in Key Stage 2 Reading outcomes in 2021	N/A- COVID 19
More PP children complete Early Years with an overall Good Level of Development	N/A- COVID 19

**COVID 19: National data was not published again in 2021, so benchmarking performance locally and nationally was not possible. School's priorities changed significantly throughout the year in response to wider schools closures, year group 'bubble' closures and individuals isolating.**