

## Pupil premium strategy statement – Miers Court Primary School 2023-2024

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Miers Court Primary School
Number of pupils in school	411 (Dec 2023) PAN 420
Proportion (%) of pupil premium eligible pupils	16% (65 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Susan Chapman Head of School
Pupil premium lead	Ms Michelle Munns Deputy Head of School
Governor / Trustee lead	Mrs Gill Marshall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,205
Recovery premium funding allocation this academic year	£7,395
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	£81,600
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# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Miers Court Primary School, 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. In order to achieve this, we ensure that our Pupil Premium Grant is used to provide a range of teaching and learning opportunities for our children that are closely matched to their needs. Our aim is to narrow the gap between pupils eligible for Pupil Premium and their peers and to eliminate barriers to learning and progress; these are seen as barriers to be overcome - not excuses for poor attainment or lack of progress.

We 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 strategy is also integral to wider school plans for education recovery following the Covid-19 pandemic, notably in its targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
<b>1</b>	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
<b>2</b>	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class some disadvantaged pupils arrive below age-related expectations. This gap narrows but remains significant to the end of KS2.
<b>3</b>	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class some of our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2.
<b>4</b>	Internal and external assessments indicate that phonics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class some of our disadvantaged pupils arrive below age-related expectations. This gap remains at the end of Year 1.
<b>5</b>	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.
<b>6</b>	Our assessments (including looking at wellbeing), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Pupils can lack resilience and confidence, issues related to attachment and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support for pupils linked to wellbeing, resilience and attachment remain relatively high.
<b>7</b>	Our attendance data last year indicates an ongoing trend that attendance among disadvantaged pupils was 1.5% lower than for non-disadvantaged pupils.  43% of disadvantaged pupils have been 'persistently absent' compared to 18% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
<b>8</b>	Financial constraints which may mean that disadvantaged pupils are unable to access educational visits and other extra-curricular opportunities and the resultant impact on attendance and self-esteem.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that more disadvantaged pupils met the expected standard, and that the gap between outcomes for disadvantaged and non-disadvantaged pupils has decreased.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes will show that more disadvantaged pupils met the expected standard, and that the gap between outcomes for disadvantaged and non-disadvantaged pupils has decreased.
Improved phonics attainment for disadvantaged pupils at the end of Year 1.	Year 1 outcomes will show that more disadvantaged pupils met the expected standard, and that the gap between outcomes for disadvantaged and non-disadvantaged pupils has decreased.
To support, achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• pupils are able to use improved self-awareness and self-regulation strategies in order to manage themselves and their behaviours.</li> </ul>
To remove barriers to learning due to improved self-esteem and resilience	Pupils engage more confidently with learning and have a range of strategies to support them to overcome barriers to learning. This supports progress in their learning.
To improve attendance and reduce persistent absenteeism for our disadvantaged pupils.	The attendance data for disadvantaged pupils improves and the data for persistent absenteeism decreases. The gaps between attendance and persistent absenteeism between disadvantaged and non-disadvantaged pupils narrows. Due to improved attendance, gaps in knowledge and skills are closed.

## 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: £28,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Diagnostic assessment   EEF</a>	1, 2, 3, 4, 5, 6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources, engage in initiatives and fund ongoing teacher training and release time, including access to NELI, The National College, English Hibs and working collaboratively with other subject and phase Leads.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1, 2
Training for staff delivering phonics to ensure at least good quality phonics teaching across the school. Purchasing additional reading books linked to the validated scheme to ensure that pupils have access to good quality books and the correct stage and phase.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2, 4

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Engagement with the Maths Hub on Embedding mastery within the school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 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>	3
<p>Improve the quality of social and emotional (SEL) learning and staff understanding of mental health issues which affect children and families.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Access to online training through Creative Education and whole staff TIP training.</p> <p>Training for a third ELSA due to the increasing number of pupils requiring support.</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="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	6, 7

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

Budgeted cost: £37 440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	2, 3, 8

relatively low spoken language skills.	Oral language interventions   EEF (educationendowmentfoundation.org.uk)	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2, 3, 4
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   Teaching and Learning Toolkit   EEF</a>	1, 2, 4
LSAs to provide small group support, precision teaching and pre-teaching	This ensures that pupils are prepared for new learning and supports the embedding of knowledge and skills through practise and support.	1, 2, 3, 4, 5 and 6

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

Budgeted cost: £15,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils to participate and engage in extra-curricular opportunities such as music and sport	This helps self-esteem and confidence	6, 7, 8



<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p> <p>This includes providing ELSA support, providing support for families and helping them access external support groups.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3, 5, 6</p>
<p>Training staff to provide more targeted support around mental health and wellbeing, developing friendship skills etc. This will include training a member of staff to the standard of being able to provide in-school intensive support on a par with counselling.</p>	<p>To provide earlier intervention to maintain attendance and engagement. Research has shown that earlier intervention provides a higher level of success in supporting pupils with their attendance and attainment.</p>	<p>1, 2, 3, 4, 5, 6, 7</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: £81,660**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

#### EYFS Outcomes for Good Levels of Development

	Whole cohort	Disadvantaged	Non-Disadvantaged
Miers Court	71.4%	67%	72%
National	67.2%	Not available at this time	Not available at this time

This was a significant increase in the outcomes for our disadvantaged pupils compared to the previous year. The increase may be attributable to the gradual recovery from disruption caused by the COVID-19 pandemic which, although it impacted all pupils, impacted those who are disadvantaged most.

Due to the SEMH and communication needs that we were expecting, the Early Years team adapted their teaching programme to maintain a sustained focus on the PSED areas initially, due to the impact that these can have on progress. We also implemented the NELI scheme to support the development of language and communication skills.

This will be an ongoing focus for this academic year.

#### Key Stage 1 Outcomes

Please note that Year 1 and 2 outcomes were impacted by a large influx of pupils into each year group in the 3 month period prior to assessments. Many of these pupils were not on track to achieve national expectations when they joined us.

	Whole cohort	Disadvantaged	Non-Disadvantaged
Miers Court Year 1 phonics	63.3%	33.3%	70.8%
National	79.9%	67%	83%
Miers Court	88%		

Year 2 phonics			
National	89% (combined Y1 and Y2 outcomes)		

	Whole cohort	Disadvantaged	Non-Disadvantaged
Miers Court KS1 Reading	66.7%	No eligible pupils recorded	
National	68%	54%	73%
Miers Court KS1 writing	65%	No eligible pupils recorded	
National	60%	44%	65%
Miers Court KS1 maths	68.3	No eligible pupils recorded	
National	70%	56%	75%
Miers Court R, W, M comb.	60%	No eligible pupils recorded	
National	Not available		
Miers Court Science	92%	No eligible pupils recorded	
National	79%		

The data demonstrates that the school are close to the national outcomes for the end of Key Stage 1 attainment. The Year 1 phonics outcomes were significantly impacted by an influx of pupils towards the end of the academic year and additional support was immediately targeted to support pupils in Year 1 with their phonics. This was a similar picture to the previous academic year. From the Year 2 phonics outcomes, it can be seen that our pupils were supported to achieve outcomes close to the national end of year 2 outcomes due to the impact and effectiveness of the support provided. We will be maintaining a similar approach to the current Year 2 cohort for phonics, and will continue to monitor and review it regularly to identify impact and next steps.

## Key Stage 2 Outcomes

### Year 4 Multiplication Tables Check

2023	25/25	Mean score	Pupils who are Disadvantaged Mean Score	Pupils with EAL Mean Score
Miers Court	48.3%	23.5	21.4 14 pupils	24 1 pupil
National	29%	20.2	18.3	19.9%

The data demonstrates that our pupils are outperforming those nationally. We believe that this reflects the focused and ongoing work that is taking place to improve our whole school maths

outcomes. As part of our Maths improvement plan, there has been a concerted drive to improve the quick recall of key facts and skills.

## Year 6 Outcomes

	Whole cohort	Disadvantaged	Non-Disadvantaged
Miers Court KS2 Reading	69%	20%	78%
National	73% GDS	60%	78%
Miers Court KS2 writing	81% (GDS 5%)	70%	83%
National	71%	58%	77%
Miers Court KS2 maths	64% (GDS17%)	20%	72%
National	73%	59%	79%
Miers Court R, W, M comb.	59.4% (GDS 2%)	20%	67%
National	60% (GDS 8%)	44%	66%
Miers Court Science	95.3%	90%	96%
National	80%		
Miers Court GPaS	50% (GDS 5%)	30%	54%
National	72%		

It was noticeable that, in this cohort, that there were a number of other co-occurring vulnerabilities alongside the pupil premium factor for many of the pupils in this group. The outcomes for the disadvantaged group also highlighted the impact that stamina and resilience had when sitting the formalised SATs papers. For science and writing, where outcomes are not dependent on exam outcomes, the percentage attainment for our pupils was more on a par. Observations and assessment from this academic year have resulted on the even higher focus on developing resilience and stamina, as well as improving wellbeing, mental health and attendance.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that overall attendance in 2022/23, was 93.4% for all students which is in line with National Data (93.6%). Attendance for disadvantaged pupils was 87.4%. Both figures are slightly increased from last academic year. We continue to challenge low attendance and work closely with the Attendance Service to support families.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations. Following a review and analysis of all contributing factors, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Our assessment of the reasons for these outcomes points primarily to the longer term impact of the pandemic, particularly on resilience, stamina, mental health and wellbeing. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Our assessments and observations indicated that pupil learning, behaviour, wellbeing and mental health were significantly impacted over the last year. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions for those pupils most at risk. We are building on that approach with the activities detailed in this year's plan.

## 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
ELSA Programme	Medway EP Service
NELI Programme	Nuffield
CUES (Coping with Uncertainty in Everyday Situations)	Newcastle University
ACES training	Medway Public Health
Intensive Interaction	Intensive Interaction Institute
Zones of Regulation	
ELS phonics programme and training	Essential Letters and Sounds
Maths mastery for Early Years and KS1	Kent Maths Hub
Spelling Shed – to support with grammar and spelling	Spelling Shed. com

## Further information

From data over the last 6 months, the number of pupils eligible for PPG has increased significantly due to changing circumstances for our community. Due to this, we are regularly reviewing needs to ensure that our strategy meets the evolving needs of our pupils.

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, and conversations with parents, pupils and teachers

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We will use the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have develop a robust evaluation framework for the duration of our next three-year approach and will adjust our plan over time to secure better outcomes for pupils.