

# Pupil premium strategy statement

This statement details our school's use of pupil 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	421
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs Lindsay Fordyce Principal
Pupil premium lead	Ms Michelle Munns Deputy Principal
Governor / Trustee lead	Mr Sam Lewis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84,360
Recovery premium funding allocation this academic year	£ 0
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	£ 84,360

# Part A: Pupil premium strategy plan

## Statement of intent

At Miers Court Primary School we want everyone to have the opportunity to shine bright and aim high. Their learning is underpinned by our five school values, Self-belief, Togetherness, Aspiration, Resilience and Success.

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 whilst enjoying the wider curriculum offers. The focus of our pupil premium strategy is to support disadvantaged pupils to access all areas of the curriculum and to achieve the best possible outcomes for themselves. We want to prepare our pupils for the next stage of their lives.

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. Through our approach, we aim to ensure that disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

To ensure that our approach is as effective as possible, 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	Attendance for the most vulnerable is lower than expected and this impacts on their learning.
2	While throughout the school, behaviour is positive, the disadvantaged pupils show a disproportionate number of incidents and the only two suspensions when compared to other pupils.

3	Reading results for disadvantaged pupils, especially in Phonics, are lower than expected.
4	The attainment of disadvantaged pupils at the end of Key Stage 2 is lower than expected.
5	Financial constraints which may mean that eligible pupils are unable to access educational visits and other extra-curricular opportunities and the resultant impact on attendance and self-esteem.
6	The number of PPG pupils in the EYFS and KS1 are disproportionately low which suggests that parents are not identifying themselves and therefore missing out on the support from the school.

## 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
<b>Improve attendance for the disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>- The attendance of the disadvantaged pupils is in line with non-disadvantaged pupils</li> <li>- The percentage of persistent absence is in line with non-disadvantaged pupils</li> </ul>
<b>To develop the self-regulation for disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>- Fewer behaviour incidents and suspensions for the disadvantaged pupils.</li> <li>- The school have a clear tiered support of universal, targeted and specialist provision based upon the Zones of Regulation.</li> </ul>
<b>Improve reading outcomes for disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>- The Year 1 Phonic results show that disadvantaged pupils are in line with national.</li> <li>- Year 6 Reading EXS and scaled Scores are at least in line with national.</li> <li>- The Accelerated Reading data shows that disadvantaged pupils are reading often and widely.</li> </ul>
<b>To improve the outcomes for disadvantaged pupils by the end of Key Stage 2.</b>	<ul style="list-style-type: none"> <li>- Reading, Writing and maths results show no gap between disadvantaged and non-disadvantaged pupils.</li> <li>- The percentages of disadvantaged pupils achieved expected in RWM is at least national</li> </ul>

	<ul style="list-style-type: none"> <li>- The percentage of pupils achieving GDS is in line with national.</li> </ul>
<b>Further develop parental engagement for pupils who are disadvantaged to support their learning.</b>	<ul style="list-style-type: none"> <li>- The number of parents identifying for PPG in EYFS and KS1 are inline with those in KS2.</li> <li>- The school has a range of proactive parental engagement support and celebrate learning. .</li> <li>- The school is able to remove any financial barriers due to the working relationship and support for parents, including the wider opportunities.</li> </ul>

## 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.

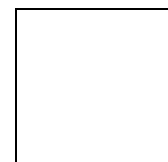
### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,835

Activity	Evidence that supports this approach	Challenge number (s) addressed
Align CPD to the High Quality Teaching strand for all staff.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	2, 3, 4, 6
Develop Reading through the Trust Wide Leadership group and Kings North English Hub	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	3, 4

Key Stage 2 Phonics training and ongoing refresher CPD for other staff.		3, 4
Develop TA CPD to focus on the interventions and support.	Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2, 3, 4, 6
Develop the Core Pedagogy of the school to ensure clear expectations.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2, 3, 4, 6
Develop systematic curriculum and pedagogy for all staff.		2, 3, 4, 6
Restructure leadership focus for the key areas.	<a href="https://assets.publishing.service.gov.uk/media/5a7d7ed340f0b64fe6c240fe/DFE-RR374D_-_Outstanding_primaries_lit_review.pdf">https://assets.publishing.service.gov.uk/media/5a7d7ed340f0b64fe6c240fe/DFE-RR374D - _Outstanding primaries lit review.pdf</a>	2, 3, 4, 6
Increase Release for leader to monitor and support.	This document demonstrates the effectiveness of strong and sustained leadership within a primary school. The impact on the whole school is shared.	2, 3, 4, 6
Develop the Raising Standards Meeting for focus		2, 3, 4, 6

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pupils.



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

Budgeted cost: £31,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and specialist support put into pace based upon current data with class teachers and TAs.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	3, 4
Develop the range of phonic intervention for disadvantaged parents.	Teaching 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:	3
Purchase Accelerated Reader for the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3, 4
Develop targeted support from Leaders to support interventions.	And in small groups: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	3, 4
Beanstalk Reading Intervention to be run, aimed at Year 6 children with a particular focus on disadvantaged children.		4
Attendance Office and Senior Attendance Lead to meet targeted parents.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1, 3, 4

Offer subsidized payments to disadvantage children for trips & residential across the year.	Outdoor adventure learning studies report wider benefits in terms of self confidence and self-efficacy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1, 2, 3, 4, 5, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of Home Support for parents.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4, 5, 6
Further develop the systems for attendance inline with the working together to improve attendance document.	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1,
Develop the provision for SEMH and behaviour including universal, targeted (ELSA) and specialist using the ZoR.	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):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	1, 2, 3 , 4
Contingency fund for acute issues.	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.	5

**Total budgeted cost: £84,360**

## 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 in the 2021 to 2024 academic year.

The school has an established phonics programme and this is now taught with fidelity. Training has been in place for staff in EYFS and Key Stage 1 and the next stage is to ensure that the CPD continues and that Key Stage 2 staff and all TA benefit from this. The impact of this on the disadvantaged pupils have been seen with a 17% increase for this group however more still needs to be done.

The work around oral language and speaking & Listening has seen an impact in the EYFS The percentage of pupils achieving the GLD has increased over 4% and an increase of over 5% for Listening, attention & Understanding.

National Tutoring was in place for the pupils and there were individual impact seen for the most vulnerable.

Overall, 80% of disadvantaged pupils attended a club through the school and so were able to access a wide set of opportunities they may well not have had outside of school.

Attendance has increased from 86.93% to 90.48% which is an increase of 3.55%. While this is positive the school still needs to develop this.

Records show that behaviour incident remain low and even though the numbers of pupils with more complex behaviours has increased the school's approaches have supported pupils such as the increase in ELSAs and training around Zones of Regulation. This needs to continue with their growing needs of the community.

### 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

## 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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

**Further information (optional)**

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