

## 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 2025
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 David Ramm

### 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, our vision is captured in our motto, “Shining Bright, Aiming High”. We believe in promoting a lifelong love of learning for everyone. This ethos is underpinned by our core school values: **Self-belief, Togetherness, Aspiration, Resilience and Success**. We strive to create inspirational experiences that foster independence and build self-belief, allowing our pupils to grow. Our core intention is to ensure equity and ambitious outcomes for every pupil, regardless of their background or any challenges they may face. We aim for all pupils to achieve high attainment and make progress across all curriculum areas. Crucially, our strategy focuses on enabling disadvantaged pupils to fully access the entirety of our broad and rich curriculum, including the wider opportunities offered through elements like Music, Trips, Clubs and Activities and Focus Weeks. By investing in these comprehensive and aspirational experiences, such as participating in the annual Young Voices concert or engaging in real-world cultural trips like the Year 5 visit to Spice Fusion, we intentionally prepare our pupils for the next stages of their lives.

We place high quality inclusive teaching (HQIT) at the heart of our strategy, recognising it as the most effective lever for closing the disadvantaged attainment gap. Our strategic investment focuses on specific areas where disadvantaged pupils require the most robust support. This commitment to HQIT ensures that our approach not only addresses attainment gaps for disadvantaged pupils but also simultaneously benefits non-disadvantaged peers. We are committed to ensuring that disadvantaged pupils’ progress and attainment are sustained and improved, moving closer to or exceeding the achievement of their non-disadvantaged peers.

To ensure our approach is highly effective and consistently applied, we commit to the following strategic principles:

- Embedding high expectations and challenge. We will ensure that disadvantaged pupils consistently receive challenging and ambitious learning, utilising our value of Aspiration to drive forward their academic outcomes.
- Ensuring intervention is timely and robust: We are committed to acting early to intervene precisely at the moment need is identified, ensuring rapid response to emerging gaps which have become apparent from well analysed data and trends.
- Adopting a whole school approach and ownership: We adopt a unified, whole-school approach where all staff take direct responsibility for disadvantaged pupils’ progress and outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Attendance remains a key challenge. Attendance for disadvantaged pupils is lower than those of their peers, and persistent absence continues to be a concern. PP overall attendance = 90.5% compared to non-PP of 95.6%. with greatest gap in persistent absence. A gap of 37.2% versus 9.3% for non-PP. Improving attendance is a priority, with targeted interventions and early support in place to ensure pupils are in school, engaged, and learning. It is well understood by leaders that low attendance will negatively impact on pupils' learning and progress and there is a strong correlation between attendance and attainment. Addressing this challenge is a priority to ensure equity, improve engagement, and close attainment gaps.</p>
2	<p><b>Behaviour</b></p> <p>Although overall behaviour across the school is positive and reflects a calm, purposeful learning environment, analysis of behaviour data indicates that disadvantaged pupils are disproportionately represented in the relatively low number of recorded incidents. PP 46.2 versus 1.57 for non-PP. Notably, these pupils account for the only two suspensions this academic year, highlighting a gap compared to their peers. This pattern suggests underlying barriers, such as unmet social, emotional, or pastoral needs, that may impact engagement and progress. Addressing this challenge is a key school priority to ensure equity, remove suspensions, and improve outcomes for disadvantaged learners through targeted interventions and consistent monitoring of impact.</p>
3	<p><b>Reading</b></p> <p>Reading outcomes for disadvantaged pupils, particularly in early phonics, are significantly below national expectations and school targets. This gap in foundational literacy skills limits pupils' ability to access the wider curriculum and impacts long-term attainment. Current data highlights that disadvantaged pupils are less likely to meet the expected standard in the Year 1 Phonics Screening Check, with progress remaining slower compared to their peers. Addressing this challenge is a priority to ensure equity and improve life chances through targeted interventions, systematic synthetic phonics delivered with fidelity, and robust monitoring of impact.</p>
4	<p><b>Attainment</b></p> <p>End-of-Key Stage 2 attainment for disadvantaged pupils is below that of their non-PP peers in reading, writing, and mathematics combined. Analysis of 2024-25 outcomes shows that only 37.9% of disadvantaged pupils achieved the expected standard in reading, compared to 90.6% of non-disadvantaged peers and the national average of 63%. Closing this gap is a priority through high-quality teaching, structured catch-up interventions, and rigorous monitoring of progress to ensure the disadvantaged gap is closed. These gaps are narrowing over time.</p>

5	<p><b>Enrichment opportunities</b></p> <p>There is a gap between PP and non-PP pupils participating in enrichment and extra-curricular activities. The leadership is very aware that this gap can negatively affect pupils' sense of belonging, confidence, and self-esteem, and may contribute to lower engagement and attendance over time. Addressing this challenge is a priority through targeted funding, subsidised opportunities, and proactive communication with families to ensure equitable access for all disadvantaged pupils.</p>
6	<p><b>Identification</b></p> <p>The proportion of pupils eligible for Pupil Premium in EYFS and Key Stage 1 is significantly lower than expected compared to local and national averages. This suggests that some families may not be self-identifying or applying for entitlement, resulting in missed opportunities for additional support and funding that could enhance pupils' learning and well-being. Increasing awareness and improving identification processes is a priority to ensure that all eligible pupils benefit from targeted interventions, early support, and access to enrichment opportunities.</p>

## 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
Improve attendance for learners who are eligible for Pupil Premium so that it is in line with the attendance of their non-disadvantaged peers.	<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>
Disadvantaged pupils demonstrate improved behaviour and engagement in learning, with a significant reduction in recorded incidents and zero suspensions. Underlying social, emotional, and pastoral needs are addressed through targeted interventions, ensuring equity and positive progress for all pupils.	<p>Disadvantaged pupils' behaviour incidents are brought inline with the incidents recorded for non-disadvantaged pupils.</p> <p>No disadvantaged pupil receives a suspension during the academic year.</p> <p>Pupil voice and classroom observations show increased engagement and positive attitudes to learning among disadvantaged pupils.</p> <p>Monitoring data evidences that targeted SEMH and pastoral interventions lead to improved behaviour and progress.</p> <p>Termly behaviour analysis demonstrates narrowing gaps between disadvantaged and non-disadvantaged pupils.</p>

<p>Disadvantaged pupils make rapid and sustained progress in reading, particularly in early phonics, closing the gap with national expectations and school targets. Pupils develop secure foundational literacy skills that enable full access to the wider curriculum and improved long-term attainment.</p>	<p>The Year 1 Phonics results show that disadvantaged pupils achieve in line with their non PP peers and inline with national expectations</p> <p>Disadvantaged pupils’ reading outcomes at the end of KS1 and KS2 (EXS and scaled scores) are at least in line with national averages and non-disadvantaged peers.</p> <p>Termly assessment data demonstrates accelerated progress for disadvantaged pupils in reading and phonics compared to previous years.</p> <p>Monitoring evidences that targeted phonics interventions and systematic synthetic phonics delivered with fidelity result in measurable improvements in decoding, fluency, and comprehension.</p> <p>Accelerated Reader data shows that disadvantaged pupils are reading regularly, widely, and achieving age-appropriate comprehension scores.</p> <p>Disadvantaged pupils report increased confidence and enjoyment in reading through surveys and discussions.</p> <p>Learning walks and book scrutiny confirm that phonics and reading strategies are applied consistently across EYFS, KS1, and KS2.</p>
<p>To significantly improve attainment for disadvantaged pupils by the end of Key Stage 2, ensuring they achieve in line with national expectations and close the gap with non-disadvantaged peers in reading, writing, and mathematics combined.</p>	<p>The percentage of disadvantaged pupils achieving the expected standard in reading, writing, and mathematics combined is at least in line with national averages.</p> <p>There is no significant attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing, and mathematics.</p> <p>Disadvantaged pupils’ scaled scores in reading at the end of KS2 are at least in line with national expectations and show year-on-year improvement.</p> <p>Disadvantaged pupils achieve expected standards in writing and mathematics, with progress scores comparable to or exceeding national averages.</p>

	<p>Termly assessment data demonstrates accelerated progress for disadvantaged pupils compared to previous years, reducing the gap at each data point.</p> <p>Monitoring shows that targeted catch-up interventions lead to measurable improvements in attainment and confidence in core subjects.</p> <p>Disadvantaged pupils report increased confidence and engagement in reading, writing, and mathematics through surveys and discussions.</p>
<p>To increase participation in enrichment and extra-curricular activities among disadvantaged pupils by removing financial and logistical barriers and strengthening parental engagement. This will ensure equitable access to wider opportunities that build confidence, self-esteem, and a sense of belonging, positively impacting engagement and attendance.</p>	<p>The proportion of parents identifying for Pupil Premium in EYFS and KS1 is in line with KS2 and local benchmarks.</p> <p>Disadvantaged pupils' participation in enrichment and extra-curricular activities rises year-on-year, closing the gap with non-disadvantaged peers.</p> <p>No disadvantaged pupil misses an enrichment opportunity due to cost; school provides targeted funding and subsidised access.</p> <p>The school implements a proactive parental engagement strategy, including workshops, communication campaigns, and celebration events, evidenced by increased attendance at parent events and positive feedback.</p> <p>Pupil voice and surveys show improved confidence, self-esteem, and sense of belonging among disadvantaged pupils.</p> <p>Termly data analysis demonstrates narrowing gaps in enrichment participation and correlates improvements with attendance and engagement.</p>

## 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
<ul style="list-style-type: none"> <li>Continue the CPD programme focusing on curriculum pedagogy which incorporates the elements of HQT.</li> </ul>	<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/schoolplanning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/schoolplanning-support/1-high-quality-teaching</a></p>	2, 3, 4, 6
<p>Develop Reading through the Trust Wide Leadership group and Kings North English Hub</p>	<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-learningtoolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/</a></p>	3, 4
<p>Key Stage 2 Phonics training and ongoing refresher CPD for other staff.</p>		3, 4
<p>Develop TA CPD to focus on the interventions and support.</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions</a></p>	2, 3, 4, 6
<p>Further develop the Core Pedagogy of the school to ensure clear expectations.</p>	<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>	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>  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
Further develop the Raising Standards Meeting for focus on the disadvantaged pupils		2, 3, 4, 6

## 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/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</a>	3, 4
Develop the range of phonic intervention for disadvantaged children.	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: <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
Develop targeted support from Leaders to support interventions.	And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/education-evidence/summaries/teaching-learning-toolkit/small-group-tuition/</a>	3, 4

Attendance Office and Senior Attendance Lead to meet PA children's 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-adventurelearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventurelearning</a>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £11,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the role of the Home School Support Officer	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, 2, 3, 4, 5, 6
Further develop the systems for attendance in line with the working together to improve attendance document.		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

Develop the provision for extra-curricular opportunities for pupils to attend clubs and trips	There is extensive evidence that arts and sports participation can have a positive impact on academic outcomes in other areas of the curriculum as well as mental wellbeing.	1, 2, 3, 4, 5
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 2024-2025 academic year.

#### **Attendance**

The school continues to work with parents on the importance of attendance with overall attendance improving and being very close to the National Average. Attendance for pupils who are listed as FSM6 is improving and is in line with National data. Staff work very closely with families on developing and improving attendance for those with more persistence absences and this is improving for the majority of these families.

#### **Behaviour**

Data shows that whilst behaviour incidents overall remain low, the school has a higher number of pupils who have more complex needs. The approaches used in school to support these pupils are personalised to these individual pupils and staff are more skilled in working with both pupils and families. Additional provision for specific children at more unstructured times such as lunchtime are in place and providing the necessary support to ensure behaviour incidents are reduced. The use of sensory circuits to support regulation is typical and children are able to access the sensory room if needed.

#### **Curriculum Outcomes**

##### **KS2 Outcomes:**

Overall outcomes for Reading Writing and Maths (Combined) improved in 2025 and are broadly in line with the National Average. Whilst there is still a gap between

outcomes at the end of KS2 between PPG and Non-PPG pupils, PPG data is broadly inline with the National Average and the gaps are narrowing.

Work continues to be done to close this gap in school through High Quality Inclusive Teaching including adaptations to the learning; booster sessions before school and academic surgeries in class.

#### **Year 4 MTC**

Overall outcomes improved in 2024/2025.

#### **Year 1 Phonics**

Overall outcomes increased by 8.8% to 80% in 2024/2025. However, due to low numbers of families declaring Pupil Premium eligibility we are not able to make a fair comparison in terms of data for this group.

#### **EYFS GLD**

Pupils in EYFS continue to make a good start to their education overall. Due to low numbers of families declaring Pupil Premium eligibility we are not able to make a fair comparison in terms of data for this group.

#### **Mental Health and Wellbeing**

ELSA support, Medway Emotional Wellbeing Team (MEST) support and personalised Zones of Regulation strategies are used both in school and at home with parents to support the pupils with the greatest need. 17% of our disadvantaged pupils received additional support compared to 3% of our non-PPG pupils.

## **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*

<b>Programme</b>	<b>Provider</b>
ELSA Programme (Supervision)	Medway EP Service

## **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
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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