



Miers Court Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	387
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£56,490
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,580

Part A: Pupil premium strategy plan

Statement of intent

At Miers Court Primary School, we ensure that our Pupil Premium Grant is used to provide a range of teaching and learning opportunities for our children, 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, including that of our higher attainers; 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, 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	Details of challenge
1	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.
2	<p>Pupils may not have had access to books or have had them read to them at home, or have opportunities to read regularly with an adult. This has been exacerbated by the Covid-19 pandemic.</p> <p>This negatively impacts on their development as readers and the development of positive attitudes towards reading.</p>
3	Some pupils lack confidence, self-esteem and/or resilience which results in them being unwilling to take a chance in case they get their work wrong. They do not see making mistakes as part of the learning process.
4	Additional support needs in the classroom which may impact upon eligible pupils' ability to be able to remain focused and access learning.
5	<p>Some pupils are suffering from additional anxiety and mental health concerns as a result of the pandemic. The number of contacts from parents and referrals by teachers has increased significantly.</p> <p>Our disadvantaged children have been disproportionately impacted. Partially due to a lack of enrichment opportunities during school closure.</p>
6	Attendance: some children have low attendance and this impacts on their learning. This has significantly increased for some of our more vulnerable families as a result of the Covid-19 pandemic. 2020-21 disadvantaged pupils during lockdown.
7	<p>Baseline assessments in September in KS2 evidenced a clear loss of learning for many pupils.</p> <p>Assessments, observations and discussions have suggested that this is more prevalent amongst our disadvantaged pupils.</p>
8	<p>Baseline assessments for Years R, 1 and 2 show the impact of the loss of learning in speaking, listening, phonics, reading and writing.</p> <p>Assessments, observations and discussions have suggested that this is more prevalent amongst our disadvantaged pupils.</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
Support and improve the mental health and wellbeing of pupils	Attendance improves. Pupils engage more confidently with learning. Pupils and families have strategies that they can use effectively to regulate their wellbeing and anxiety.
Remove barriers to learning to raise 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.
Improve attainment in Phonics	To meet at least national floor targets. Due to improved phonics knowledge, pupils can more easily access the curriculum offer.
Improve attainment at the end of EYFS – specifically with speaking and listening (oracy skills)	To meet at least national floor targets and ensure that pupils are ready to access their KS1 learning.
Improve attainment in Maths	To meet at least national floor targets and to ensure that pupils have the relevant skills needed for the next stage of their education.
Improve attainment in Reading	To meet at least national floor targets so that pupils can more easily access the curriculum offer.
Improve attainment in Writing	To meet at least national floor targets to ensure that pupils can access the full curriculum offer.
Improve attendance for our more vulnerable families and reduce persistent absenteeism	To be at or below national figures. 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: £15,800

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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4, 7, 8
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 Hubs and working collaboratively with other YR 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3
Purchase of a DfE validated Systematic Phonics programme to secure stronger phonics teaching for all pupils. Training for staff delivering phonics to	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: Phonics Toolkit Strand Education Endowment Foundation EEF	8

<p>ensure at least good quality phonics teaching across the school.</p> <p>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.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	3, 4
<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 Training for a second</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behavior and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	3, 5

ELSA due to the increasing number of pupils requiring support.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,190

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 relatively low spoken language skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 8
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: Phonics Toolkit Strand Education Endowment Foundation EEF	8
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. Purchase of diagnostic tests to pinpoint specific areas of need leading to tightly focused support.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 4, 7

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 practice and support.	4, 7, 8
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Whole strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,950

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.	1, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance. This includes providing ELSA support, providing support for families and helping them access external support groups.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 5, 6
Contingency funds 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.	All

Total budgeted cost: £64,950

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 2020 to 2021 academic year.

Due to Covid-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The school targets for 2020-2021 were impacted by the Tier 4 restrictions (November 2020 and the National lockdown January 2021 – March 2021).

There was a continued shift in the focus of spending to support pupils' mental health and wellbeing (including additional training for staff), as well as the provision of additional resources for our more vulnerable families.

Internal school assessments during 2020-2021 showed that the performance of the disadvantaged pupils was lower than in the previous two years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of 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 the use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, 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 and targeted interventions where required. We are building on that approach with the activities detailed in this year's plan.

Overall attendance in 2020/21 was higher than in 2019/20 at 95.6% compared with 91.8% (and also higher than 2018/19 at 95.5%). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 89.5% and the non-disadvantaged was 96.3%. These gaps are wide, which is why attendance is a key focus of our current plan

Externally provided programmes

Programme	Provider
ELSA Programme	Medway EP Service

Further information

From data over the last six 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.