

Pupil premium strategy statement

School overview

Metric	Data
School name	Micklefield C of E Primary School
Pupils in school	76
Proportion of disadvantaged pupils	23% 18/76 children PP Children per YG Pre Nursery – 0/6 Nursery – 0/12 Reception – 0/8 Y1 – 3/10 Y2 – 0/9 Y3 5/12 Y4 – 5/12 Y5 – 2/10 Y6 – 3/16
Pupil premium allocation this academic year	£40,650
Academic year or years covered by statement	2020 - 2023
Publish date	November 2020
Review date	November 2021
Statement authorised by	Karen Wood (HT)
Pupil premium lead	Karen Wood/Caroline Loring (Inclusion Lead)
Governor lead	Helen Middleton

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	+10.2
Writing	-28.5
Maths	+4.7

Disadvantaged pupil performance overview (2019) %

KS2 2019	School EXS+ disadvantaged	EXS+ national disadvantaged	Gap sch dis/ nat dis	EXS+ national not disadvantaged	Gap sch dis/ nat not dis
Reading	83.3	61.9	+21.4	78.1	+5.2
Writing	50.0	67.7	-17.7	83.2	-33.2
Maths	83.3	67.2	+16.1	83.7	-0.4
RWM	50.0	51.2	-1.2	70.8	-20.8

Strategy aims for disadvantaged pupils

Priority	Aim
1. Writing	To increase the number of disadvantaged children achieving EXS+
2. Phonics and Reading	To increase the number of disadvantaged children achieving EXS+
3. Speech and Language	To develop pupils' understanding and use of spoken language to enable them to meet age related expectations in reading and writing.

Teaching priorities for current academic year

Aim	Target	Projected Spend
Progress in Reading	<p>Further improve Quality First Teaching of reading by:</p> <ul style="list-style-type: none"> • Embedding group guided reading in Reception and KS1 • Embedding whole class guided reading using pathways to reading in KS2 • Developing the school curriculum ensuring that children have lots of opportunities to apply their reading skills across a wide range of subjects 	£10,000

	<ul style="list-style-type: none"> • Ensuring pupils' reading books are matched to their phonic ability • Ensuring use of appropriate resources to scaffold pupil's learning particularly pupils with SEND • Ensuring appropriate interventions are planned and delivered to support reading • Ensuring all staff have a good subject knowledge and high expectations of all pupils matched to the National Curriculum Age Related Expectations 	
Progress in Writing	<p>Further improve Quality First Teaching of writing by:</p> <ul style="list-style-type: none"> • Embedding Talk for Writing in Reception and KS1 • Embedding consistent writing pedagogy using pathways to writing in KS2 • Developing the school curriculum ensuring that children have lots of opportunities to apply their writing skills across a wide range of subjects • Ensuring use of appropriate resources to scaffold pupil's learning particularly pupils with SEND • Ensuring appropriate interventions are planned and delivered to support writing • Ensuring all staff have a good subject knowledge and high expectations of all pupils matched to the National Curriculum Age Related Expectations 	£10,000
Phonics	<p>Further improve Quality First Teaching of phonics by:</p> <ul style="list-style-type: none"> • Embedding Letters and Sounds in Reception and KS1 • Developing the school curriculum ensuring that children have lots of opportunities to 	£10,000

	<p>apply their phonic skills across a wide range of subjects</p> <ul style="list-style-type: none"> • Ensuring use of appropriate resources to scaffold pupil's learning particularly pupils with SEND • Ensuring appropriate interventions are planned and delivered to support phonics • Ensuring all staff have a good subject knowledge and high expectations of all pupils matched to the National Curriculum Age Related Expectations 	
Speech and Language	<p>To develop pupils' understanding and use of spoken language by:</p> <ul style="list-style-type: none"> • Purchasing Speech and Language support through NHS SaLT Traded Services with a focus on upskilling support staff to effectively deliver S&L programmes • Promptly referring any pupils with S&L concerns to the SaLT • Ensuring all pupils with S&L needs are identified on the SEND register and have an individual school support plan based on their S&L programme • Timetabling intervention time for all pupils with S&L needs and enabling teachers and TAs to be involved in 1:1 therapy sessions with the child and SaLT 	£15,000

Barriers

Barrier	
1	6 pupils in receipt of pupil premium funding also have SEND needs
2	Children enter early years with skills that are below typical for their age.
3	Speech and Language skills are low on entry to school.
4	Due to a historic lack of specific speech and language intervention there are pupils throughout the school with significant gaps.

Wider support strategies for current academic year

Activity	Action
Trips and Curriculum Visitors	100% subsidy
Residential Trips	Subsidised
After School Clubs	Free access
Projected spending	£5,000