



MIDDLETON PARISH CHURCH SCHOOL

'Summing it all up, friends, I'd say you'll do best by filling your minds and meditating on things true, noble, reputable, authentic, compelling, gracious - the best, not the worst; the beautiful, not the ugly; strive for excellence, things to praise, not things to curse.'

Philippians 4:8

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024/ 25 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 | Middleton Parish Church School |
| Number of pupils in school | 449 (inc. Nursery) |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024/25 – 2027/28 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | John Shelton, Headteacher |
| Pupil premium lead | Chris Lowe, Deputy Headteacher |
| Governor | Lisa Holmes |

Funding overview

| Detail | Amount |
|--|-------------|
| Pupil premium funding allocation this academic year | £185,000.00 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium strategy plan

Demographic and School Context

Middleton Parish Church School is a Voluntary Aided Church of England school located in Middleton, Greater Manchester, it is part of Rochdale Local Authority.

SEND 25%

EHCP 3%

EAL 16%

Children with/ ever had a Social Worker: 17%

Mobility – the school has a high level of in year transfers into school.

23/24: 25 leavers/ 39 joiners

The proportion of pupils eligible for FSM is well above average at 36%, compared to 14.6% nationally

Our school is in an area of high deprivation. The income, employment, health, education and crime deprivation indicators are all high, in the 5th quintile. In the latest Index of Multiple Deprivation (IMD) this area was ranked **7,873 out of 32,844 in England**, where 1 was the most deprived and 32,844 the least.

Statement of intent

It is our intention, through the effective use of our pupil premium funding, to address the challenges faced by our disadvantaged and also vulnerable pupils, to ensure that they make good progress and achieve their full potential across all aspects of the curriculum and school life. Our goal is to support disadvantaged pupils to achieve their full potential regardless of their background, including those who are already high-attainers.

Pupil premium pupils are not all alike, and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as a unique individual, who has the potential to succeed and attain highly. We understand that all children, and their lived experiences, are unique and therefore the barriers to learning our disadvantaged children face are not always the same.

It is our intention that the strategy we have developed will close the attainment gap of our disadvantaged pupils by being aspirational and clearly focused in developing engagement, connections and a lifelong love of learning. It is also used to create opportunities for children to develop the learning behaviours required to be safe and

ready to learn through high quality, targeted and bespoke pastoral care for children and their families. Research shows that there are clear links between a child's social and emotional wellbeing and their academic outcomes and future successes.

Therefore, our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support, and wider strategies. 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. High-quality teaching will be instrumental in raising aspirations and eradicating social disadvantage, alongside high quality first hand enriching experiences to expand children's vocabulary and cultural capital.

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Children typically enter Middleton Parish Church School with lower levels of literacy and more specifically, oracy skills. Children lack the experiences and vocabulary required of the current curriculum. |
| 2 | The progress of disadvantaged children is often slower than their peers. Additional barriers to learning include a high number of disadvantaged children on the SEND register, which impacts on rates of progress. |
| 3 | Assessments show that disadvantaged children perform worse than non-disadvantaged across reading, writing and maths at the end of Key Stage 2. |
| 4 | Some of the parents of disadvantaged children lack the confidence, knowledge or skills to support their children with learning at home and a high proportion do not read at home or have someone to read to them. |
| 5 | Some disadvantaged children are not socially and emotionally ready to learn due to lack of self-belief, determination, resilience and poor mental health. They can struggle to reflect upon and evaluate their own learning, can lack self-motivation and confidence to improve. A high number of disadvantaged children are on the SEND register, which impacts on SEMH. |
| 6 | Some disadvantaged children have limited life experience beyond their home and Middleton, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology. |

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 | Impact: Success criteria |
|---|---|
| <p>Outcome 1</p> <ul style="list-style-type: none"> To broaden the vocabulary and develop the oracy skills of disadvantaged pupils so that the language deficit diminishes. | <ul style="list-style-type: none"> Reception PP children achieve ELGs in Language and Speaking in line with all pupils. Assessments and observations across the school indicate significantly improved oral language among disadvantaged pupils. Disadvantaged children will be able to use and understand a broad vocabulary including a range of subject specific language to ensure they are ready for their next step in education. High quality teaching of a well- planned progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum. Children will have to access to a well-stocked library providing access to high quality texts that are language rich. Disadvantaged children will have developed self-confidence in their use of language, skills of presentation and interaction to ensure they can participate fully in the next stage of their lives and achieve their potential |
| <p>Outcome 2</p> <ul style="list-style-type: none"> To close the gap between disadvantaged and non-disadvantaged achieving a Good Level of Development at the end of Reception to enable solid foundation to make progress through school. To increase the percentage of pupil premium pupils passing the Year 1 phonics screening test To ensure the percentage of pupil premium pupils passing the Year 4 multiplication test is in line with national figures. | <ul style="list-style-type: none"> Gap between disadvantaged and non-disadvantaged pupils is narrowed or closed. Disadvantaged achieve at least in line with local context. Evident increase in knowledge and key skills shown through formative and summative assessments. Disadvantaged children make good progress against IEP and EHCP targets where applicable. |
| <p>Outcome 3</p> <ul style="list-style-type: none"> To close the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at expected and higher standard | <ul style="list-style-type: none"> Gap between disadvantaged and non-disadvantaged pupils is narrowed or closed. Disadvantaged achieve at least in line with local context. Evident increase in knowledge and key skills shown through formative and summative assessments. Decrease in the numbers of children requiring intervention in the core subjects. Disadvantaged children make good progress against IEP and EHCP targets where applicable. |

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| <p>Outcome 4</p> <ul style="list-style-type: none"> To improve parental engagement in learning and school life to support their children. | <ul style="list-style-type: none"> Improvement in Pupil Premium children's parents/carers attendance at parent engagement activities such as workshops, assemblies and parents' evenings. Parents of disadvantaged pupils engage in support from the school's Engagement and Inclusion Team and external agencies when needed. Improved engagement with home learning |
| <p>Outcome 5</p> <ul style="list-style-type: none"> To support the SEMH, behaviour and SEND needs of the disadvantaged children | <ul style="list-style-type: none"> Disadvantaged children are ready to learn, are engaged in lessons and make good academic progress Disadvantaged children make good progress against IEP and EHCP targets where applicable. |
| <p>Outcome 6</p> <ul style="list-style-type: none"> To ensure disadvantaged pupils develop the necessary cultural capital to increase engagement appropriately in all lessons and prepares them for the next stage in their educational journey and life inside/ beyond school. For disadvantaged children have a good knowledge of the wider world, reflecting on opportunities and have high aspirations. | <ul style="list-style-type: none"> Cultural capital development opportunities are embedded in the school's curriculum – all children, including the disadvantaged, experience a range of trips and visits to build their cultural capital Quality first teaching is used effectively to impart knowledge and retrieval strategies used in order to ensure that children retain and apply key knowledge across the curriculum Extra-curricular opportunities provide a vast array of activities to develop children's experiences. Pupil voice shows increased knowledge of the world and demonstrates high aspirations for next steps. |

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.

Implementation: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,693

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Tailored and specific coaching and training to develop teacher expertise.</p> <p>Includes cover costs and resources for:</p> <ul style="list-style-type: none"> - Elklan Training - REAL Trust Training - Subject Co-ordination time - PiraMidd cluster meetings - Curriculum development staff meetings - Small group training with school improvement partner - National College training - RWI training - Maths Hub Training | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending: "Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015), particularly for those from disadvantaged backgrounds." (Wiliam, 2016).</p> | 1, 2, 3 |
| <p>Mastering number Maths programme in Reception and Key Stage 1</p> | <p>Debbie Morgan, the NCETM's Director for Primary: "the programme helps children develop confidence and fluency with number."</p> | 2, 3 |
| <p>Fund afternoon sessions for Nursery class.</p> | <p>Evidence from Education Endowment Foundation: 'Early years Toolkit' – Earlier starting age + 6 months, extra hours + 3 months</p> | 1, 2 |
| <p>Class Attainment & Progress meetings</p> | <p>Progress meetings enable teachers to identify and target gaps in knowledge and skills for disadvantaged pupils.</p> | 2, 3 |
| <p>Purchase of standardised diagnostic assessments</p> | <p>Helps educators track student progress, provides powerful data-driven reports, help teachers track student progress. Provides insight into how to support classrooms or individual learners, inclusive of removing external factor, which may be barriers to learning.</p> | 1, 2, 3 |
| <p>Appointment of TLRs for phase leaders, SENDCO and Mental Health First Aider</p> | <p>The TLRs all have responsibility and release time to support the teaching of the wider curriculum and support the SEMH of our staff and pupils as well as ensure SEND needs are effectively met. Impact of which will be supported by monitoring, assessment data and pupil voice.</p> | 1, 2, 3, 5 |

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|--------------------------------|--|---------|
| Behaviour consultant | A consultant has been commissioned to work with the school in its development of its behaviour policy. Safe Schools UK have a proven record of supporting many schools in the development of an effective behaviour policy that reflects the significant SEMH needs of many children. | 5 |
| Phonics training and resources | <p>Whole school training as well as phase level development to ensure the effective implementation of Read Write Inc.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months progress. Research suggests that phonics is particularly beneficial for younger learners (4 – 7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Source: EEF</p> | 1, 2, 3 |

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

Budgeted cost: £33,375

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Small group tuition provided by school staff | <p>Evidence from EEF – Teaching and Learning Toolkit:</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. | 1, 2 & 3 |
| <p>Welcomm programme delivery for selected EYFS pupils.</p> <p>Additional adult in EYFS to support targeted children.</p> | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. Oral language interventions can be delivered intensively over the course of a few weeks, but may also be developed over the course of an academic year. Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most effective. Source: EEF toolkit</p> | 1, 2 & 3 |
| Phonics interventions for Reception, Year 1, Year 2 and Year 3 | <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months progress. Research suggests that phonics is particularly beneficial for younger learners (4 – 7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Source: EEF</p> | 1, 2 & 3 |

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

Budgeted cost: £75,932

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Soft-landing breakfast club places for identified pupils led by Learning Mentor | Children have the opportunity to come into school earlier to engage in activities enabling them to have a calm start to the day. Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit:’ Behaviour interventions + 4 months, Social and emotional learning + 4 months, Metacognition and self-regulation + 7 Months. | 5 |
| Teaching Assistant Level 3 for Social, Emotional and behavioural support and interventions. | Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. Source: EEF | 5 |
| Early Help, Attendance, behaviour and wellbeing support by Lead Learning Mentor | Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Source: EEF | 4, 5 |
| Subsidised enrichment opportunities | Many of our disadvantaged children lack enrichment opportunities that enable them to make links with our wider curriculum. The school will subsidise a variety of enrichment opportunities including author visits, in-school visitors and experiences, school trips, theatre trips, residential, etc. | 6 |
| After school clubs ran by school staff | “Out of school activities and the education gap” Dr Emily Tanner Professor Liz Todd “Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11.” | 6 |
| Subsidised breakfast and after school | Subsidised places enable parents of disadvantaged children to put their children in before and after school provision which is a supportive measure particularly for low income working parents. | 5, 6 |
| Uniform (including bag & water bottle) | Supports improved attendance and reduced the financial cost on disadvantaged children’s parents. | 4, 5 |
| Subsidised transport | Ensures that disadvantaged children are not impacted by the cost of transport to trips, etc. and enables some children to maintain good attendance if transport is a short-term barrier to attending school. | 6 |
| Chill & Chat Lunchtime Club run by Learning Mentor | Club is run to support children who may find the playground environment overwhelming helping to support children’s emotional needs and reduce | 5 |
| Dedicated time for attendance lead, along with admin support | Attendance of pupil premium currently above school average indicating support from attendance lead is effective. | 4, 5 |
| Parental Engagement Activities (SEND Coffee morning) ran by SENDCO | Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Source: EEF | 4 |
| Play Therapist (TPC Therapy) | Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over | 5 |

| | | |
|-----------------------------|--|---|
| | the course of a year. Source: EEF | |
| Alternative Provision (C&M) | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. Source: EEF | 5 |

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 2023 to 2024 academic year.

Middleton Parish Church School Disadvantaged & Non-Disadvantaged – July 2024

Percentage of Reception children achieving a Good Level of Development.

| | Middleton Parish Church School | Schools Nationally | Rochdale Schools |
|--------------------------|---------------------------------------|---------------------------|-------------------------|
| Disadvantaged | 36% (11 children) | 52% | 56% |
| Non-Disadvantaged | 71% (45 children) | 70% | 63% |

Percentage of Year 1 children passing the phonics screening.

| | Middleton Parish Church School | Schools Nationally | Rochdale Schools |
|--------------------------|---------------------------------------|---------------------------|-------------------------|
| Disadvantaged | 72% (18 children) | 68% | 69% |
| Non-Disadvantaged | 84% (38 children) | 83% | 80% |

Percentage of Year 2 children achieving the expected standard.

| | Middleton Parish Church School | Schools Nationally | Rochdale Schools |
|-----------------------------------|---------------------------------------|---------------------------|-------------------------|
| Reading Disadvantaged | 48% (23 children) | 59% | 54% |
| Reading Non-Disadvantaged | 72% (36 children) | 76% | 69% |
| Writing Disadvantaged | 30% (23 children) | 49% | 41% |
| Writing Non-Disadvantaged | 64% (36 children) | 68% | 59% |
| Maths Disadvantaged | 44% (23 children) | 59% | 55% |
| Maths Non-Disadvantaged | 78% (36 children) | 77% | 70% |
| RW&M Disadvantaged | 22% (23 children) | 44% | 37% |
| RW&M Non-Disadvantaged | 64% (36 children) | 64% | 54% |

Percentage of Year 2 children achieving a higher standard.

| | Middleton Parish Church School | Schools Nationally | Rochdale Schools |
|-----------------------------------|---------------------------------------|---------------------------|-------------------------|
| Reading Disadvantaged | 9% (23 children) | 14% | 10% |
| Reading Non-Disadvantaged | 6% (36 children) | 28% | 20% |
| Writing Disadvantaged | 0% (23 children) | 7% | 4% |
| Writing Non-Disadvantaged | 0% (36 children) | 17% | 9% |
| Maths Disadvantaged | 0% (23 children) | 12% | 10% |
| Maths Non-Disadvantaged | 3% (36 children) | 24% | 17% |
| RW&M Disadvantaged | 0% (23 children) | 5% | 2% |
| RW&M Non-Disadvantaged | 0% (36 children) | 13% | 7% |

Percentage of Year 6 children achieving the expected standard.

| | Middleton Parish Church School | Schools Nationally | Rochdale Schools |
|-----------------------------------|---------------------------------------|---------------------------|-------------------------|
| Reading Disadvantaged | 61% (23 children) | 63% | 63% |
| Reading Non-Disadvantaged | 74% (39 children) | 79% | 74% |
| Writing Disadvantaged | 61% (23 children) | 59% | 60% |
| Writing Non-Disadvantaged | 77% (39 children) | 77% | 72% |
| Maths Disadvantaged | 43% (23 children) | 59% | 61% |
| Maths Non-Disadvantaged | 92% (39 children) | 79% | 75% |
| SPAG Disadvantaged | 61% (23 children) | 59% | 64% |
| SPAG Non-Disadvantaged | 74% (39 children) | 78% | 76% |
| RW&M Disadvantaged | 30% (23 children) | 46% | 47% |
| RW&M Non-Disadvantaged | 64% (39 children) | 67% | 61% |

Percentage of Year 6 children achieving a higher standard.

| | Middleton Parish Church School | Schools Nationally | Rochdale Schools |
|----------------------------------|---------------------------------------|---------------------------|-------------------------|
| Reading Disadvantaged | 17% (23 children) | 18% | 16% |
| Reading Non-Disadvantaged | 36% (39 children) | 33% | 25% |
| Writing Disadvantaged | 0% (23 children) | 6% | 5% |
| Writing Non-Disadvantaged | 0% (39 children) | 16% | 9% |
| Maths Disadvantaged | 9% (23 children) | 13% | 15% |
| Maths Non-Disadvantaged | 18% (39 children) | 29% | 24% |
| SPAG Disadvantaged | 17% (23 children) | 20% | 23% |
| SPAG Non-Disadvantaged | 36% (39 children) | 37% | 36% |

| | | | |
|-----------------------------------|-----------------------------------|------------|-----------|
| RW&M Disadvantaged | 0% (23 children) | 3% | 2% |
| RW&M Non-Disadvantaged | 0% (39 children) | 10% | 5% |

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 |
|--------------------------------------|-------------------------|
| Times Tables Rockstars | Times Tables Rockstars |
| Wellcomm Speech and Language Toolkit | GL Assessments |
| Spelling Shed | Ed Shed |
| Oxford Owls | Oxford University Press |
| Century | Century |