



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 2023/ 24 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	440 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	June 2024
Date on which it will be reviewed	October 2024
Statement authorised by	John Shelton (FW)
Pupil premium lead	TBC
Governor	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,425.00
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 20%
EHCP 3%
EAL 15%

Children with/ ever had a Social Worker: 12%

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 (e.g. those with a social worker), 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 academic outcomes, 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. In the area of communication 66.6% of pupil premium children enter school below ARE, with 33.3% significantly below. In the area of literacy 88.8% enter below ARE with 66.6% significantly below.
2	The progress and attainment of disadvantaged pupils is improving but they have still not caught up with their peers, 65.17% of disadvantaged pupils work below national standards. COVID lockdowns have had a significant impact upon pupil premium children with the gap in attainment widening.
3	Parental engagement in school and learning is lower for our Pupil Premium children, with 40% of PP parents making parents day appointments, compared to 61% of non-pupil premium parents.
4	At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. 63% of all persistent late are pupil premium and 45% of students who met absence threshold are pupil premium.
5	Some pupils in receipt of Pupil Premium 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. pupil premium children are in receipt of SEMH interventions, with some being referred to external agencies (AP/ MH worker in school/ Talking Therapy etc
6	Some children in receipt of Pupil Premium 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 (such as computers and internet).

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. <p><i>(Challenges 1 and 2)</i></p>	<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 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 by the end of KS1 and KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at expected and higher standard 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. <p><i>(Challenges 1 and 2)</i></p>	<ul style="list-style-type: none"> Gap between disadvantaged and non-disadvantaged pupils is 0.0. Disadvantaged achieve at least in line with national. Evident increase in knowledge of key skills shown through low stakes in-class assessments, key skills starters, formal regular assessments. Decrease in the numbers of children requiring intervention in the core subjects
<p>Outcome 3</p> <ul style="list-style-type: none"> To improve parental engagement in learning and school life to support their children. <p><i>(Challenge 3)</i></p>	<ul style="list-style-type: none"> At least 50% of Pupil Premium children's parents/carers attend parent engagement activities such as workshops, assemblies, parent showcases and parents' evenings. Parents of disadvantaged pupils engage in support from the school's Engagement and Inclusion Team and external agencies when needed
<p>Outcome 4</p> <ul style="list-style-type: none"> To improve the attendance and punctuality of Pupil Premium children. <p><i>(Challenge 4)</i></p>	<ul style="list-style-type: none"> Pupil Premium attendance and punctuality is in line with national PP Leads meet regularly with the Attendance Officer and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these

<p>Outcome 5</p> <ul style="list-style-type: none"> •To support the SEMH, behaviour and SEND needs of the disadvantaged children (Challenge 5) 	<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. <p>(Challenge 6)</p>	<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 AFL 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 •Learning walks in in-school data analysis demonstrates increased engagement in all lessons •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: £ 72,909.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored and specific coaching and training to develop teacher expertise. <i>Includes cover costs and resources for:</i> <i>Elklan Training.</i> <i>REAL Trust Training</i> <i>Subject Co-ordination time including:</i> <i>-attendance at PiraMidd SL meetings</i> <i>-Curriculum development staff meetings</i> <i>-Small group training with school improvement partner</i></p>	<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.” (William, 2016).</p>	<p>1, 2,5 and 6</p>

-School Improvement Partner -National College		
Mastering number Maths programme in Reception and Key Stage 1	Mastering Number (cover costs for training) - Debbie Morgan, the NCETM's Director for Primary, the programme helps children develop confidence and fluency with number.	2
Fund afternoon sessions for Nursery class.	Evidence from Education Endowment Foundation: 'Early years Toolkit' – Earlier starting age + 6 months Extra hours + 3 months	1,2,4 and 6
Class Attainment & Progress meetings	EEF implementation requires ongoing evaluation and adjustments according to impact of interventions	All
Purchase of standardised diagnostic assessments	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.	All
CPD for all staff on effective feedback to improve learning.	EEF research on quality feedback to children shows that feedback, if done effectively can add 6 months to a child's progress and learning for very little cost to the organisation	1 and 2
GoRead	Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit': Reading Comprehension Strategies = +6 months "some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills."	1,2,3,6

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

Budgeted cost: £50,627.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition provided by school staff through recovery premium funding.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit 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	1 and 2

	<p>needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>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.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>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</p>	
<p>Welcomm and NELI 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.</p> <p>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.</p> <p>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.</p> <p>Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most effective.</p> <p>Source: EEF toolkit</p>	1
<p>Year 1 and Year 2 Phonics Interventions</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 and 2

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

Budgeted cost: £59,786.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Soft-landing breakfast club places for identified pupils	EEF Magic Breakfast	All
Teaching Assistant Level 3 for Social, Emotional and behavioural support and interventions.	Evidence from Education Endowment Foundation – ‘Teaching and learning Toolkit:’ Behaviour interventions + 4 months Social and emotional learning + 4 months Metacognition and self regulation + 7 month	All
Early Help, Attendance, behaviour and wellbeing support and lead TA 4	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	All
School based Enrichment activities	Many pupils do not have access to activities which promote cultural capital. “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.”	All

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 to academic year.

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
Boom Reader TTRS Doodle Maths	Third Space