

Pupil premium strategy statement

'Excellence, Truth & Grace'

'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

This statement details our school's use of pupil premium for the 2020 to 2021 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 | 437 |
| Proportion of pupil premium eligible pupils | 128 (29.29%) |
| Academic year that our current pupil premium strategy plan covers | 2020/21 |
| Date this statement was published | September 2020 |
| Date on which it will be reviewed | July 2021 |
| Pupil premium lead | Claire Rose |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Pupil premium funding allocation this academic year | £182,575 |
| 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 | £182,575 |

Strategy aims for disadvantaged pupils

| Measure: 'INTENT' | Activity |
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| 1. Children understand and can apply the principles of 'Excellence, truth & Grace' in their behaviour & learning. | Settle children back into school by re-establishing the school vision through the implementation of the 'Behaviour' policy and assemblies/PHSE lessons. |
| 2. Improve oral language skills for pupils in Reception | Utilise NELI, WELLCOM & TALC |
| 3. Children make the required amount of progress and achieve age-related expectations. | Design a broad and balanced curriculum that builds upon what children know (the familiar), increases their cultural capital, is progressive whilst facilitating repetition and enables them to learn well. This year begin with the core subjects of English, Maths, PE, R.E, ICT & Science. Source CPD & resources as appropriate. |
| 4. Children become successful learners, i.e. there is a change to 'long-term memory'. Children are more knowledgeable because there is an increase in working memory. | Research effective teaching and learning principles so that children are able to frequently revisit prior learning through retrieval practice, remember what has been learnt and are able to build schema (meaningful groups of knowledge) |
| 5. Children develop fluency in mathematics. | Development of Maths mastery as part of the Maths Hub |
| 6. Support PP children with social, emotional & behavioural barriers to learning, with focused interventions so that children achieve age-related expectations | Establish a diagnostic system so that children with any kind of need (Behavioural/SEND/Pastoral) are dealt with in a joined-up way with a member of the school team identified as Lead Practitioner; the role of lead practitioner is determined by the greatest identified need. Source MHST (mental health training) to support children. |
| 7. Increased punctuality and attendance rates for PP pupils | Target the small number of persistent absentees among pupils eligible for PP so that overall PP attendance improves from 94.68% to 95.68% in line with 'other' pupils. |

Teaching priorities for current academic year

| Aim | Target | Target Date |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Enable children to 'recover' following the lockdown from March to June in the previous academic year | Follow a recovery curriculum, 'We are here' in autumn 1. Utilise 'HeartSmart' and wellbeing strategies to address the emotional consequences of Covid-19. | 'We are here' - autumn 1 spring 1 |
| Develop effective teaching & learning through: - 1. Investigation 2. Development 3. Consolidation 4. Application | PP children from EYFS, KS1 & KS2 make good progress and, where possible, meet the age-related expectations. | July 2021 |
| Coach best practice in the teaching of phonics following the English Hub recommendations | PP children in KS1 make good progress and, where possible, meet age-related expectations | December 2020 |
| Develop children's ability to problem solve in maths through a range of activities | PP children in KS1 & 2 make the required amount of progress and, where possible, meet age-related expectations. | July 2021 |

Targeted academic support for current academic year

| Measure | Activity |
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| 2. | WELLCOM, NELI & TALC are used to develop pupils' oral communication skills |
| 3. | Teachers plan for the core subjects using agreed effective strategies, so that children are able to learn well. HeartSmart scheme used to address children's emotional wellbeing |
| 4. | CPD focuses on the design of an effective curriculum. Effective teaching resources will be purchased, including a digital resources (Zoom/Google classroom) to support home learning. SIP consultant to support the development of the curriculum. |
| 5. | TT Rockstars supports the development of multiplication skills; 'Learn – its' are used in every mathematics lesson so that children are able to quickly recall maths facts. Problem solving is taught through: RICs; Analysis of graphs & data through annotation; Bar Modelling; Children creating their own questions from data; use of highlighting; shared stepped structure to support reasoning. |

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| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading & writing progress in subsequent years. Poor reading skills impact on problem solving in maths. • Pupils, who are eligible for PP, are making less progress than other pupils across KS1 & KS2. This is particularly if they are in the lower attaining bracket at the end of EYFS & KS1 |
| Projected Spending | £16,620.21 |

Wider strategies for current academic year

| Measure | Activity |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | 'Ready, respectful and safe' is communicated in celebration assemblies and Gem Jar assemblies. Recognition boards are used in every class to acknowledge positive behaviour. |
| 6. | <p>TRIAD support utilised: Behaviour Mentor to support class teachers in devising and implementing behaviour plans and associated strategies; TAs trained with specific intervention strategies such as, Lego Therapy, Comic Strip conversations and emotional coaching to reduce the number of behavioural incidents that impact on learning. Children's Welfare Officer, Pastoral Officers and Forest School Lead to provided targeted 1:1 and small group wellbeing support, to support engagement and progress within the classroom.</p> <p>Additional resources include: additional days from the Educational Psychologist to identify needs and address barriers to learning;</p> <p>The purchase of school book bags; water bottles; pencil cases for KS2 children so that children have the equipment they need to be 'ready'.</p> |
| 7. | <p>Lead Learning Mentor to monitor attendance and implement the school's 'Attendance' Policy when tackling absence that causes concern as well as persistent absenteeism. LLM to also utilise the Education Welfare Officer as required and attend the 'Attendance Leaders Network' in order to share good practice that may assist us in reducing persistent absenteeism. Pastoral team to offer additional support around other issues that may be impacting upon attendance & punctuality.</p> <p>Additional resources include: Attendance awards</p> |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Behaviour issues for a small % of KS2 pupils, (mostly eligible for PP) are having a detrimental effect on their progress and that of their peers. • Attendance rates for pupils eligible for PP are 94.68%, below the target of all children of 95.68%. This reduces their school hours and causes them to fall behind academically. Punctuality is also a concern for this |

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| | <p>group, with a greater % of lates, including 'U's, comparative to children not eligible for PP.</p> <ul style="list-style-type: none"> • Poor home learning environments leading to poor routines means those children eligible for PP are less well prepared to succeed in school. Some PP families are 'hard to reach' in terms of addressing issues that are impacting upon the academic performance of their children. • Social care issues, such as, poor housing, family debt, etc. 66% of the school population are in the most deprived category on the index of multiple deprivation. |
| Projected Spending | £155,181.25 |

Monitoring & Implementation

| Area | Challenge | Mitigating action |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Ensuring consistency of approach. Ensuring all staff are given time for training and planning. Access appropriate CPD. | Organise timetable to ensure staff delivering provision have sufficient time and training. Use team meetings for monitoring and evaluation of the impact of implemented strategies. |
| Targeted Support | Ensure interventions have a measurable outcome to evaluate effectiveness. Ensure time is available for pastoral and SEND teams to support staff and plan intervention approaches. | Team meetings planned in. Recommended interventions (EEF) are used. |
| Wider Strategies | Hard to reach families; Families with a range of social need | Pastoral team to identify and support families. |

Review: Last year's aims and outcomes

| Aim | Outcome |
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| | There is no National data for 2019/20 due to the Covid-19 Pandemic; reduced numbers of children attended school between March and July. Children in receipt of the Pupil Premium grant were shown to be making progress before lockdown. |