

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	Midfield Primary School
Number of pupils in school	429 (YR – Y6 and TH)
Proportion (%) of pupil premium eligible pupils	21% (89 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024 Year 1 of Strategy
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jackie Barton
Pupil premium lead	Jackie Barton
Governor / Trustee lead	Jo Brinkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 141,360
Recovery premium funding allocation this academic year	£15,583
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£146,801 (MPS PP) £5847 Catch-Up (BF)
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	£309,591

Part A: Pupil premium strategy plan

Statement of intent

At Midfield, we believe that all pupils should be given the opportunity to achieve their full potential, regardless of their background, race, gender or socio-economic circumstances. We are passionate that all children leave Midfield with the necessary skills to access the next part of their learning journey in preparation for them to contribute to society regardless of their starting point.

This year we have seen an increased number of children with SEND entering nursery, YR and across the school who have along with disadvantaged children been unfairly impacted by Covid-19.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. Pupil premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils who have been eligible for free school meals (FSM) at any point in the last six years (also known as Ever 6 FSM), looked after children and children whose parents are currently serving in the armed forces as eligibility criteria for the pupil premium, and have provided a fixed amount of money for schools per pupil based on these. Acting early and creating an enabling environment allows children to catch up sooner, which makes more economic sense.

The areas of academia, wellbeing, physical health, social, moral, spiritual and cultural are all equally important to ensure each one of our children receives the best start in life and are able to access school fully. We use our Pupil Premium funding to achieve these goals by:

- Ensuring that all children have access to quality first teaching and learning across the school
- Focus on early intervention, which identifies need as early as possible, providing targeted or specialist support
- Ensuring that spending is directly linked to closing gaps in attainment
- Developing assessment system to identify gaps in learning
- We have robust monitoring to ensure that all children are engaged, supported and challenged in order to make excellent progress
- Making use of our own data to expand existing interventions
- Making use of research when evaluating interventions and considering the implementation of new interventions
- Promoting reading through engaging text
- To accelerate the progress of disadvantaged learners through the development of Oracy 21
- Providing opportunities and 'life-experiences' which the children might not otherwise have access to. These include making use of our outdoor learning environment, trips, clubs and the Outdoor Learning Programme.
- Providing opportunities to attend extra-curricular activities and to enjoy educational trips and visits, irrespective of family income.

- Promoting positive wellbeing, nurturing approach and positive restorative behaviour across the school to support an environment which empowers all children to make excellent progress.
- Supporting pupils, parents and carers emotionally and in times of hardship in order to help them to deal with the pressures of modern life. This may involve, food parcels, subsidised uniform or counselling sessions for pupils and their families with emotional needs.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium children have lower oral, language skills and reading skills than other pupils.
2	There is a strong link between Pupil Premium and SEND. Many of our Pupil Premium children are also on the school's SEND register. Increased number of children with undiagnosed SEND.
3	Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.
4	There are higher levels of parental anxiety, mental ill health, domestic violence, financial pressures
5	The attendance and punctuality of pupil premium children is lower than that of non-pupil premium children.
6	Pupil Premium children are more likely to have fewer opportunities outside of school, lower aspiration for their futures and lack resilience required to develop both learning and independence skills.

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
<p>Improved oral language and early reading skills for Pupil Premium children.</p>	<p>GLD, year 1 phonics and end of KS1 reading outcomes for pupil premium children will be in line with national or exceed.</p> <p>Children develop a love of reading and engage in daily reading and use these skills to access the wider curriculum.</p> <p>At the end of Key Stages, there will be no identified significant gaps between Pupil Premium and their peers.</p>
<p>SEND children will make good progress, achieving their full potential through support such as scaffolds, appropriate challenge and timely targeted support.</p>	<p>Additional identified barriers for PP and SEND pupils are reduced through targeted intervention.</p> <p>Early identification for SEND pupils needs feed into their assessment and learning journeys</p> <p>High quality support ensures SEND children make good progress from their starting points.</p> <p>Adults are highly skilled and target learning activities for SEND pupils appropriately.</p> <p>PP children with SEND make or exceed the progress made by their peers.</p>
<p>For all children to have the ability to self regulate.</p>	<p>The ability to be able to regulate and focus in class so they are in a better position to learn and to access the curriculum to make progress. Through consistent pastoral support children with communication, behavioural and social and emotional issues are supported to develop metacognition</p>

	strategies.
Improved attendance and punctuality for Pupil Premium Children to make sure that it is above national averages	The percentage of Pupil Premium children classed as persistently absent is
	not greater than that of their peers, which is less than the national average

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: £32,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
The embedding of Oracy practices across the school to support the development of children's ability to learn through talk.	The Oracy Skills framework provide the benchmark that can be used as a diagnostic tool to assess children's progress in their development of Oracy skills. Research from the EEF states that oral language approaches have a high impact on pupil outcomes of 6 months additional progress.	1, 3, 6
Improved development of phonics and early reading. Fresh Start programme delivered to children in Years 3,4,5 and 6	Phonics Research shows (EEF) that systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of additional 4 months' progress.	1, 3, 6

<p>Whole school re focus on metacognition in the classroom; training, monitoring and evaluation</p>	<p>During the pandemic pupils became less confident in their learning and rely too heavily on their teacher. Metacognition strategies empower our children to learn how to learn. These approaches alongside self regulation have been shown to have consistently high levels of impact and aid increased attainment.</p>	<p>1, 3, 6</p>
<p>SENCO to support early identification of learning needs in EYFS. SENCO to guide staff in adapting</p>	<p>Previous work within school shows that early interventions increases the opportunity for the child's needs to be met and to make appropriate progress</p>	<p>2, 3, 4</p>

<p>provision to reduce the SEN barrier.</p>		
<p>Establishment of a mindfulness and well being working party (Midfield United) to enable staff to discuss and develop practices to support well-being and resilience.</p>	<p>Research undertaken by the Mindfulness in Schools Project demonstrate the benefits and applications of mindfulness in school.</p>	<p>3, 4, 6</p>
<p>Create increased opportunities for children to develop skills and interests across the curriculum, encouraging PP pupils to enjoy opportunities they may otherwise not get the opportunity to do. BYMT first access expanded for PP pupils.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>EEF research demonstrates that Arts Participation leads to an impact of +3 months progress.</p>	<p>6</p>

<p>Increased opportunities for pupils to access high quality literature to support their learning within appropriate environments. PP pupils to have develop increased reading for pleasure with access to good materials.</p>	<p>Increased opportunities for reading and literature accompanied by comprehension strategy and workshops mean that we will be able to offer increased support for parents from disadvantaged backgrounds and pp children can directly access high quality texts and support in school. EEF research demonstrates up to +6 months progress for children with high levels of reading comprehension strategies. This combined with parental engagement through the shared reading space and workshops which is also recognised to add +4 months is a strong investment to close the gap for pp pupils.</p>	<p>1, 4, 6</p>
--	--	----------------

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

Budgeted cost: £165,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional catch up sessions in small group sizes for marginal children delivered in the afternoon. This is delivered by an additional supply teacher recruited for KS1, LKS2 and UKS2 five days a week.</p>	<p>DFE guidance (School led tutoring September 2021) shows that Tutoring is one of the most effective tools for recovering lost education. Tuition is most effective when it is linked to classroom teaching. Regular assessment and monitoring ensures that children remain on track and make progress. Small group sizes lead to better outcomes for pupils.</p>	<p>1, 2, 6</p>

<p>Children who fall well below age expectations are provided with small group support during math and English lessons to cater for specific needs using PIXL diagnose, Therapy test and review model.</p>	<p>EEF Research Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>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.</p>	<p>1, 2, 6</p>
<p>Forensic Level Assessment systems allow for bespoke and targeted interventions specific to individual needs including learners with SENd.</p>	<p>Bespoke data systems enable high quality teaching assistant interventions and have a demonstrable impact on small-group tuition with a data-led approach. This is reinforced on the EEF Teaching and Learning toolkit which highlights TA Interventions and small group tuition as +4 progress indications for both.</p>	<p>1, 2</p>
<p>Additional classroom support. With specific teachers focused on children falling well below age expectations this enables teaching</p>	<p>EEF Research Where teaching assistants are employed in an effective manner they can make a significant impact to the outcomes in the class.</p>	<p>1, 6</p>
<p>assistants and ISA's within the class to focus their support on children who are in the class setting</p>		

<p>Additional booster classes delivered twice per week after school in years 5 and 6 to targeted children with specific gaps by teachers</p>	<p>EEF Research Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>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.</p>	<p>1, 2, 6</p>
<p>Teaching Assistant to implement the Nuffield Early Learning Language intervention (NELI) with EYFS and Y1 children to improve children's language and early literacy skills</p>	<p>Research found that NELI children made on average 3 months of additional progress in language.</p>	<p>1, 3</p>

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

Budgeted cost: £66,249

<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p>Children are supported with their mental wellbeing. School provides extensive pastoral support including early morning drop in support group meetings, Paws B, Counselling, One to one and NLP therapist.</p>	<p>The high degree of support for children with social and emotional needs has long been a feature of the school practise and ethos. Many children are reliant on this support to enable them to come to school and be in a stable position to access their learning.</p>	<p>3, 5, 6</p>

<p>To increase the pastoral teaching team to re build the provision supporting the emotional needs.</p>	<p>The pandemic has had a significant impact on all of our pupils, particularly our pupil premium children.</p> <p>Research shows that interventions which target social and emotional learning improve pupils' interaction with others and self-management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment.</p>	<p>2, 3, 4, 5</p>
<p>SALT, counselling and, Pit Stop sessions for children who are pupil premium,</p>	<p>Research from the EEF states that Oral language approaches have a high impact on pupil outcomes of 6months additional progress. Also, social and emotional learning approaches have a positive impact on average, of 4 months additional progress in academic outcomes</p>	<p>3, 4, 5, 6</p>
<p>Pupils from disadvantaged backgrounds will have financial barriers removed enabling them to participate fully in education visits, residential and other opportunities.</p>	<p>By removing these financial barriers, pupils eligible for pupil premium will be able to participate more fully in co-educational experiences providing them with new learning opportunities and experiences which gives them more cultural capital to draw upon which improves not only their personal development, but their academic abilities too. (e.g. writing because they have real-life experiences to draw upon).</p>	<p>6</p>

<p>Pp children will benefit from improved outdoor learning resource and environments which promote 'oracy skills', discussion and collaboration in an environment that promotes high quality learning.</p>	<p>Collaborative Learning Approaches are proven to have demonstrable impact on progress for disadvantaged learners by up to +5 months. (EEF)</p> <p>Outdoor Adventure Learning / Physical Activities also have a positive impact of +1 month on progress. (EEF)</p>	<p>1, 3</p>
<p>Specific resources purchased to meet the needs of individual pupil premium children (teaching and learning resources linked to barriers and participation).</p>	<p>By making the learning environment more accessible for individuals, they are able to contribute and access the curriculum to a far better extent leading to improved outcomes and increased progress.</p>	<p>1, 2, 3, 6</p>

Total budgeted cost: £264,167

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.

In September 2019, children returned to school (prior to Covid) and a normal baseline was carried out for YR, along with year group assessments for other year groups including RWInc assessments and Fresh start. This allowed prompt support in school and targeted involvement from external agencies. All children in EYFS were screened by the speech and language therapist before half term which led to regular support being implemented

Prior to the Christmas break Y1 to Y6 were assessed using PIXL and previous Sats papers.

During January 2021 partial school closure, vulnerable and pupil premium children were prioritised to attend school along with key workers. Some families declined the opportunity, many eagerly accepted the opportunity where children benefited from much smaller class sizes. As such, children significantly behind their peers, academically made good progress and this time has helped to address the attainment gap between advantage and disadvantage. During this period, Paws B and forest school sessions continued for these children and the experiences of outdoor learning as recognised by the EEF, helped to develop pupil's self-esteem, confidence and team work skills. This led to their well-being improving, being more content in the classroom and more able to focus on their learning.

Relationships between Pupil Premium families and school were enhanced through the school's proactive approach to meeting needs such as food hampers including door stop deliveries, laptops and regular catch up calls. The feedback of this was positive and built stronger relationships with our most vulnerable.

Teachers and support staff prioritised contact with our disadvantaged pupils during the lockdown period with regular contact with families. Teachers gave academic, social and emotional support including relaxation techniques and mindfulness videos for the whole family, which again helped to establish stronger relationships with families.

For others, learning continued to be delivered remotely for some of the year where teachers provided high quality remote learning through Google Classroom and including regular live lessons and meetings.

Due to Covid-19 from March 2020, National tests were cancelled in July 2021. As such, there is no national data.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Read, Write, Inc.and Fresh Start	Ruth Miskin
PiXL	Partners in Excellence
Oracy	Voice 21