

Pupil premium strategy statement

Middle Barton School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Governing body
Pupil premium lead	Kim Griffin
Governor / Trustee lead	Claire Hague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,940
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£19,940

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with teachers show that some disadvantaged pupils generally have greater difficulties with reading, writing and maths than those that are not considered disadvantaged.</p> <p>(Based on data from July 2024)</p> <p>Reading- 37% of disadvantaged children in Y1-6 are not working at the expected level</p>

	Writing/Maths- 50% of disadvantaged children in Y1-6 are not working at the expected level
2	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils. 2022-23- PP (93%) Non-PP(97%) 2023-24- PP (93.5%) Non-PP (96.5%)
3	Our observations and discussions with pupils and families have identified social and emotional issues for some disadvantaged pupils.
4	Numbers show that only 44.4% of disadvantaged children attended after school clubs in 2023-24
5	

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
Increase the percentage of disadvantaged children reaching the expected standard or above in Reading, Writing and Maths	75% of disadvantaged children will reach the expected standard in RWM
Increase the attendance % of disadvantaged children so it is in line with non-disadvantage	Disadvantaged children's attendance to be above 90% Average attendance of disadvantaged children to be in line or above non-disadvantaged. (96.5%)
Increase the well-being and mental health of our disadvantaged children and their families	Children happy to come to school Parents comfortable to attend school events
Increase the % of disadvantaged children attending that attend after school clubs	More children attending club More children taking part in additional curricular activities e.g. piano lessons

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to identify areas of weakness for those disadvantaged pupils and to strategically put in place support as part of quality first teaching- fortnightly pupil focussed meetings	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2

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

Budgeted cost: £ 2,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading intervention</i>	Reading is a fundamental skill that children require to be able to access the curriculum and make progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2
<i>Phonics intervention</i>	Phonics is a fundamental skill that children require to be able to access the curriculum and make progress https://educationendowmentfoundation.org.uk/education-evidence/teachi	1,2

	ng-learning-toolkit/reading-comprehension-strategies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Offer wraparound care to those families that need it.</i>	Offering Wraparound care can support an increase in attendance Offering Wraparound care can support working/single parents with work and attendance Paying for siblings to attend whilst the other attend an after school club https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3,4
<i>Fund clubs/music tuition for those that want it.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,4
<i>Nurture sessions for those that need it.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-self	3,4

Total budgeted cost: £ £19,940

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

		Outcome				
1	Our observations indicate a lack of academic support from home e.g., with homework, reading etc	100% of parents attended parent meetings Higher % of parents attending open afternoons				
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading/phonics than their peers. At least 50% of PP children working below the expected level	At the end of Year 1- 50% of PP pupils (1 pupil) did not pass phonics screening but only 2 marks off passing 62% of PP children at expected level for reading at the end of the year 2024				
3	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils. 2021-22- PP (92%) Non-PP (95%) 2022-23- PP (93%) Non-PP(97%)	<table border="1"> <tbody> <tr> <td>FSM</td> <td>93.5</td> </tr> <tr> <td>Not FSM</td> <td>96.9</td> </tr> </tbody> </table> 3.4% difference compared to a 4% difference in 2022-23- showing improvement	FSM	93.5	Not FSM	96.9
FSM	93.5					
Not FSM	96.9					
4	Our observations and discussions with pupils and families have identified social and emotional issues for some disadvantaged pupils.	Disadvantaged children all receive nurture and parents have been supported when needed. Parents are happy to contact school if needed and ask for support.				

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Nurture Support when needed Wrap around care when needed
The impact of that spending on service pupil premium eligible pupils
Supported if parent was deployed

