

## Pupil premium strategy statement - Mickle Trafford Village School

This statement details our school's use of pupil premium (for the 2022 to 2023 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. It is based on a 3 year plan as highlighted by the challenges and outcomes, therefore some statements may have been completed or addressed in previous years.

### School overview

Detail	Data
School name	Mickle Trafford Village School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Wendy Lyon (Headteacher)
Pupil premium lead	Mat Hutchinson and Wendy Lyon
Governor / Trustee lead	Clare Arnold

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,570
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,760

## Part A: Pupil premium strategy plan

### Statement of intent

At Mickle Trafford Village School 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, including progress for those who are already high attainers.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 - Written December 2021

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

Challenge number	Detail of challenge
1	Attention span, concentration and motivation is limited due to Covid. Our children find it difficult to remain on task, especially if they have to work in a larger group.
2	Assessments, observations, and discussions with pupils suggest disadvantaged children start school with limited language skills and understanding. In the last two years there has been a significant drop in the level of social skills that the disadvantaged children have on entry to reception. Due to Covid, some children did not leave their family home to go to nursery, play dates, family outings and talk was limited.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. Just under half of the children are not achieving in Reading, Writing and Maths
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Improved concentration, motivation and attention span.	Observations and assessments indicate significantly improved concentration, motivation and attention to a task. Overall quality and quantity of work is improved.
Improved oral language skills and vocabulary among disadvantaged pupils. Improved social skills amongst children.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2024/25 show that there has been an increase in disadvantaged pupils that met the expected standard.
Improved Writing attainment among disadvantaged pupils.	KS2 Writing outcomes in 2024/25 show that there has been an increase in disadvantaged pupils that met the expected standard.
Improved Maths attainment among disadvantaged pupils.	KS2 Maths outcomes in 2024/25 show that there has been an increase in disadvantaged pupils that met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## Activity in this academic year (2022-2023)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-2023)** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of standardised tests embedded across school, including NfER and other diagnostic tests (e.g. dyslexia and dyscalculia).</p> <p>£1652.52</p> <p>Staff networking and data analysis within school to</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3 and 4

<p>understand and interpret data once every term. Termly data meetings held which include a specific focus on Pupil Premium children. £0</p>		
<p>Teachers teach to mastery in Maths lessons, including all children where possible. Teachers and maths coordinators use key findings from the EEF to support their maths curriculum and approaches to maths. £0</p> <p>Support from White Rose Maths and NCETM are present for teachers to organise their mastery based teaching. £0</p> <p>Where appropriate, some children will be given intervention in small groups for maths. This needs to be carefully planned out and delivered so that it complements and does not replace Quality First Teaching. £20,250 (14 chn regularly)</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	<p>2, 3</p>
<p>All teachers use Literacy Company resources and planning to support writing across the school. High quality lessons and books used to support all children to learn to a mastery context within English. £0</p> <p>Moderation is evidenced within and between schools for writing. £250</p>		<p>2, 3</p>

<p>Embed the use of RWI to secure stronger phonics teaching for all pupils.</p> <p>£0</p> <p>Ensure all staff are supported and trained with phonics and have access to the high quality resources throughout school and training videos.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Staff will continue to teach through our Jigsaw program and receive up to date training.</p> <p>£1000</p> <p>The use of Zones of Regulation (ZoR) will be fully embedded in class through consistent whole class teaching. All children will be able to use the vocabulary around ZoR and be able to identify strategies which will help them to improve their meta-cognition.</p> <p>£0</p> <p>Teachers will receive specific training from behaviour specialists to</p>	<p>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):</p> <p>Zones of Regulation has seen a good evidence base to support SEL.</p> <p><a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a></p>	<p>3,4</p>

support ZoR through inset day.  £150		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support. £4000	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3
Engaging with our Busy Bees tutoring program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £4500	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2 and 3
Purchase and use the Fresh Start intervention from Read Write Inc. to support children who	Evidence shows that Fresh Start makes accelerated progress for children in transition years of Primary/secondary schools. The impact evaluation also	2, 3

<p>require accelerated progress to catch up with phonics and reading in Year 5 and 6.</p> <p>This will be supported 4 times per week starting this academic year.</p> <p>£525 Fresh Start</p>	<p>suggests positive progress results for FSM-eligible pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a></p>	
<p>Elklan trained TAs present in KS1 to support children who have limited range of vocabulary or speech issues.</p> <p>These will be supported by the SALT team. One TA to receive 2 afternoons of ELKLAN focus for children across school, including for those with Pupil Premium.</p> <p>£1308</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>In class targeted support from Teaching Assistants where appropriate.</p> <p>This includes same-day maths intervention where appropriate to support maths mastery approach.</p> <p>£ as above</p>		

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

Budgeted cost: £4368



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school, following the ZoR process. £300 already costed above</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>ELSA + Mental Health Support Improve children's emotional well-being in order to engage better with learning in class. Parental engagement improved. £400 Supervising £2000 (7chn)</p>	<p>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).</p>	1, 4
<p>Support for children with music lessons is offered with some uptake from PP children. £1368 (3 chn)</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p>	All
<p>Financial support for children to attend extra-curricular activities after school. £765 1 child</p>		4
<p>Financial support for children to attend school trips and residential.</p>		4

Updated Nov 2022

Financial support for wrap around care to support transition from home to school and to support attendance and punctuality. £600 (12 chn)		4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £38,000** *(to be confirmed in January)*

## 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 2021 to 2022 academic year.

*FFT assessments purchased and staff training completed. These assessments are effective in identifying gaps in children's learning and planning for support to improve the children's outcomes*

*There has been a good amount of ELKLAN support occurring, however, due to time constraints, not all sessions have been completed. Elklan training accessed and time allocated to Elkan trained staff will be increased 2022/23.*

*RWI resources purchased and staff training has been completed. Children from EYFS-Y2 have made improved progress in phonics since the RWI scheme was fully introduced. Y1 achieved +90% in the Phonics screening check. Good verbal parental feedback on new RWI resources (new reading books/how lessons are improving progress/introduction of bedtime stories)*

*Elsa lead has been given more directed time to support children's mental health and wellbeing. She has supported individual children and cohorts; she has also worked alongside colleagues to develop their understanding about Zones of Regulation, as a result children are beginning to demonstrate that they are developing confidence, resilience and knowledge so that they can keep themselves mentally healthy. MTVS now has a Senior Mental Health Lead (following the DfE grant scheme) Elsa support will be continued in 2022.2023 to support the needs for the school.*

*Additional phonic sessions have taken place and data demonstrates their positive impact on pupil outcomes This approach will continue next year.*

*10/19 accessed our Busy Bees tutoring programme, feedback from children and data shows it is having a positive impact on their learning and mental health.*

*Whole staff training has been completed on behaviour and positive behaviour management. MTVS monitoring show a more consistent approach is beginning to be embedded. Reintroduced kagan structures are positively impacting children's resilience, independence and outcomes.*

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*MTVS Enrichment Trackers and club participation trackers evidences that the children have a variety of experiences available throughout the year – Y4-Y6 participated in residential visits and all cases had at least 1-day trip.*

## 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*

<b>Programme</b>	<b>Provider</b>
RWI Phonics	Read Write Inc.
RWI Fresh Start	Read Write Inc.
ELSA	ELSA Supervision - Educational Psychology Team
Toe By Toe	Cowling
Power of 2	Sharp