

# Pupil premium strategy statement – Mickle Trafford Village School

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	181
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 – 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Wendy Lyon (Headteacher)
Pupil premium lead	Mat Hutchinson and Aimee Montgomery
Governor / Trustee lead	Clare Arnold

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,600

# 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 and vulnerable 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. As an inclusive primary school, we intend to ensure that all pupils receive high quality and motivating teaching to facilitate their learning so that they can achieve their best standards.

We work closely with all stakeholders to ensure that children receive the best education they can. This will include pupils, families and other professionals in order to support challenges such as wellbeing, attendance and academic learning.

Our funding for the Pupil Premium Strategy has the best interest of the children at the centre. It aims to support school specific challenges we face through robust diagnostic assessment and other evidence. The aim will be to minimise the barriers that face children who are disadvantaged or vulnerable. Our spending will be supported by evidence-based research.

We recognise that not all pupils who are disadvantaged are registered or qualify for pupil premium. We continue to consider the needs of all pupils who qualify as well as those who are in need who are not covered (e.g. Young Carers, children with social workers, and other circumstances).

Our approach includes in class and out of class support which is regularly reviewed. We have funded opportunities for staff to improve knowledge and support other members of staff in their teaching. These approaches, not only will benefit children who are disadvantaged, but will also benefit all pupils at Mickle Trafford Village School.

For disadvantaged pupils, we are focused on:

- Ensuring that needs are identified at the earliest opportunity so that timely intervention is in place.
- Attainment in Reading, Writing and Maths at the end of KS2 to achieve or surpass their own projected target
- Developing Early Reading and Maths so that children can access the curriculum in depth.
- Ensuring that attendance for certain pupils is improved.

- Challenging all children, including those with disadvantages.
- Supporting all children to access a wide range of opportunities in and out of school.

## Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> Attendance for certain children is low. This is therefore impacting those children significantly with missed learning.
2	<u>Subject Knowledge</u> If staff are not secure in subject knowledge (e.g. phonics, interventions), then pupils may not receive the highest quality learning experiences.
3	<u>Gaps in Learning and Academics</u> Gaps in learning due to many different factors, such as attendance, SEND, SEMH, EBSN are present. Sometimes, children may not be emotionally ready to learn even if they are attending school. This impacts on future learning as children may miss vital concepts. Our data shows that children who are disadvantaged are performing below our whole school data.
4	<u>Assessment and Early Identification</u> Assessment and early identification of needs can be a difficulty due to cost and time constraints. Teachers are able to identify some needs in children but also require support from assessment or screening tools to further help them.
5	<u>Inclusion</u> Some children who receive PP funding require additional financial support to attend school trips, residential, sports clubs, music lessons. Without the support, these children may not receive a broad range of childhood experiences.
6	<u>Emotional and/or Adverse Childhood Experiences (ACEs)</u> There are a number of children in school who have ACEs and other children who display behaviour linked to emotional needs. This can impact highly on children's SEMH and learning. e.g. attendance, focus, social skills.
7	<u>Oral Language and Phonics</u> Oral language and phonics difficulties are present. Disadvantaged children are more likely to develop 'developmental language disorder'. Through our schools assessments and observations, disadvantaged pupils generally have more difficulty with phonics than peers which can negatively impact on their reading 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>Sustain and further improve the attendance of disadvantaged children to be in line with our non-disadvantaged children's average attendance.</p> <p>To have support in place for children with low attendance through EBSN resources and pastoral support.</p>	<p>Attendance of disadvantaged children is in line with non-disadvantaged children.</p> <p>If not, procedures and support are in place to help children improve their attendance.</p> <p>PP attendance 7.11.24: 96.13%</p> <p>Non-PP attendance 7.11.24: 96.3%</p>
<p>Improved and sustained outcomes in phonics for Year 1 and Year 2, particular for those who are disadvantaged.</p>	<p>End of Y1 and Y2 data to show that all disadvantaged pupils meet the expected standard in phonics screening (by the end of Year 2). (Not including where significant SEN is also a barrier.)</p>
<p>Improved attainment in reading, writing and maths for all pupils at the end of KS2.</p>	<p>The percentage of disadvantaged children attaining the expected standard at the end of KS2 is in line with or exceeding the percentage of non-disadvantaged children. If Expected Standard is not met, progress is either sustained or accelerated for disadvantaged children.</p> <p>Pupils who have 'fallen behind' are identified, supported and tracked closely through SEND profiles, EHCPs or provision maps to ensure that they make accelerated progress and 'catch up' to peers.</p>
<p>Good mental wellbeing for all pupils in school and ensure that all staff are supportive and value the importance of this. Children will have strategies which they can use to support their mental health and staff will support these strategies.</p>	<p>Reduced incidents of Emotional and Mental Health difficulties. Improved resilience.</p> <p>Measured by:</p> <ul style="list-style-type: none"> <li>- Reduced incidents on EdAware</li> <li>- Increased use of Zones of Regulation</li> <li>- Pupil Voice</li> <li>- Staff voice</li> <li>- Parent Voice</li> <li>- ELSA evaluations/feedback</li> <li>- Teachers are aware of children's ACEs</li> </ul>
<p>Disadvantaged children to receive equal opportunities and enriched learning experience.</p>	<p>Disadvantaged children to access school clubs.</p> <p>All children will have the opportunity to attend trips and residential.</p> <p>Trips and residential will be partly subsidised.</p>

## Activity in this academic year (2024-2025)

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: £8301

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Standardised tests</p> <p>Use of standardised tests embedded across school, including NFER as well as diagnostic tests (e.g. dyslexia, dyscalculia, SALT).</p> <p>Staff networking and data analysis within school to understand and interpret data once every term. Termly data meetings held which include a specific focus on Pupil Premium children.</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>	<p>2, 3, 4</p>
<p>CPD</p> <p>Many CPD opportunities are provided to ensure that all staff have a good knowledge of the areas they are teaching and more. This prioritises points from our School Development Plan, but also additional needs that each individual teacher requires.</p>	<p>It is important to note that CPD must align with the school's needs as well as a teacher's need. Leaders must ensure that teachers have enough time to complete and implement CPD in the school. Schools must also evaluate the CPD and discuss whether it is effective for the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>2, 7</p>

<p>Maths Hubs English - literacy company English - moderation RWI phonics CPD Subject leader time Releasing staff for maths training</p>	<p>The CPD support we receive from Maths Hubs, Literacy Company and RWI phonics is high quality and is all supported by evidence based research and case studies.</p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-magnified/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-magnified/</a></p> <p><a href="https://www.theliteracycompany.co.uk/">https://www.theliteracycompany.co.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>SDP priority time for English lead. Weekly time out allocated for English lead to support our SDP priorities. This will be 30 minutes per week so that our English leads can keep on top of monitoring and resources.</p>		2, 4, 7
<p>NPQSL role Supporting senior leader with NPQSL qualification in order to improve skillsets and whole school strategy.</p> <p>Cover supply for this course is required over the course of the year.</p>	<p>The NPQSL is a DfE accredited qualification which ensures that the areas studied are relevant to current issues and needs.</p> <p><a href="https://www.gov.uk/guidance/senior-leadership-national-professional-qualification">https://www.gov.uk/guidance/senior-leadership-national-professional-qualification</a></p> <p><a href="https://www.bestpracticenet.co.uk/npqsl">https://www.bestpracticenet.co.uk/npqsl</a></p>	2,
<p>Forest Schools CPD, implementation and resources.</p> <p>To begin the process of becoming forest school accredited.</p>	<p><a href="https://www.tandfonline.com/doi/full/10.1080/14729679.2020.1730206">https://www.tandfonline.com/doi/full/10.1080/14729679.2020.1730206</a></p> <p><a href="https://scotswoodgarden.org.uk/learn/forest-schools-research">https://scotswoodgarden.org.uk/learn/forest-schools-research</a></p> <p>There is a growing body of evidence which suggests that forest schools and outdoor learning produces opportunities for children to increase their resilience, independence and more.</p>	2, 3, 5, 6, 7

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

Budgeted cost: £ 8311.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fast Track phonics.</p> <p>This is a structured intervention to support children accelerate their progress in phonics. It focuses on the lower attainers in phonics, following our RWI phonics scheme.</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, 4, 7</p>
<p>Fresh Start</p> <p>Fresh start is a spelling and reading intervention which focuses on gaps in phonics and spelling skills. It supports Year 5 and Year 6 children with key reading skills to help ensure that they are able to make quick progress in their reading fluency and spellings. It is based on the Read Write Inc. phonics and spelling schemes that school currently use.</p>	<p>Evidence shows that Fresh Start makes accelerated progress for children in transition years of Primary/secondary schools. The impact evaluation also 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>2, 3, 4, 7</p>
<p>Precision Teaching</p> <p>This is a targeted, individualised intervention which focuses on the child's needs in many different contexts, from timestables to spelling and reading sight words. It is conducted on a 1:1 basis for 10 minutes a day.</p>	<p><a href="https://www.edpsyched.co.uk/blog/precision-teaching-first-steps-guide-and-faq">https://www.edpsyched.co.uk/blog/precision-teaching-first-steps-guide-and-faq</a></p>	<p>2, 3, 4, 7</p>
<p>Pathways to Progress</p> <p>This intervention is aimed at lower achieving children in writing. It is</p>	<p>Learning in one to one and small groups is carefully linked with classroom teaching.</p>	<p>2, 3, 4, 7</p>

linked closely with our writing scheme, based on our in class lessons. It occurs 3x per week.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	
Mastering Number - Maths Hubs The current maths leads are working on different projects to support mastering number in school. This is led by the Maths Hub.	<a href="https://www.ncetm.org.uk/maths-hubs/">https://www.ncetm.org.uk/maths-hubs/</a>	2, 3, 4, 7
SALT - Infant Language Link  Early identification is vital to ensuring that children receive the best possible outcomes in education. The Infant Language Link has supported school in identifying children in KS1 with their speech and language difficulties.	“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person” SEND code of practice  <a href="https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf</a>	2, 3, 4, 7
Small group or individual tuition to support disadvantaged and non-disadvantaged children in UKS2 in increasing their attainment. This is an after-school provision. (Spring Y6, Summer Y5)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3, 4, 5, 7

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

Budgeted cost: £ 16,987.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma informed leads CPD Implementation of strategies within specific classes who have been identified as having high	There is evidence that shows that the increase in knowledge held by staff throughout the whole school supports positive wellbeing and mental health strategies. <a href="https://www.nice.org.uk/guidance/ng223">https://www.nice.org.uk/guidance/ng223</a>	1, 6



emotional needs or ACEs.		
<p>Forest schools Children will show high levels of perseverance, resilience, independence, self esteem, curiosity and respect through our forest schools lessons.</p>	<p><a href="https://www.tandfonline.com/doi/full/10.1080/14729679.2020.1730206">https://www.tandfonline.com/doi/full/10.1080/14729679.2020.1730206</a></p> <p><a href="https://scotswoodgarden.org.uk/learn/forest-schools-research">https://scotswoodgarden.org.uk/learn/forest-schools-research</a></p> <p>There is a growing body of evidence which suggests that forest schools and outdoor learning produces opportunities for children to increase their resilience, independence and more.</p>	1, 3, 5, 6
<p>ELSA Funding for an ELSA practitioner &amp; pastoral lead</p> <p>To improve children's emotional well-being in order to engage better with learning in class and to access education.</p> <p>ELSA and pastoral leads are also available to support attendance for vulnerable children in order to increase attendance across these groups.</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, 6
<p><u>Financial support for residential and school trips</u> Disadvantaged children are offered financial support towards their residential and school trips to ensure that they receive a broad and balanced curriculum in line with their peers.</p> <p><u>Music lessons</u> Pupil Premium children are offered music lessons funded by school.</p> <p><u>Extra-curricular sport</u> Pupil Premium children are offered subsidised after school clubs.</p>		5

<p><u>Wrap around care</u> Some disadvantaged children may be supported to attend our Wake up Shake up and Clubhouse to ensure good transition into and out of school.</p>		
<p>Pupil Premium Checker This tool has helped school identify more children who are eligible for Pupil Premium.</p>		1, 3, 4, 5, 6
<p>Attendance support Offering support for children who find attendance difficult or external factors (e.g. transport). Examples include:</p> <ul style="list-style-type: none"> <li>- Home visits</li> <li>- Offering WUSU</li> <li>- Pastoral Support</li> <li>- Home Learning</li> <li>- Transport</li> <li>- TAFs</li> <li>- EBSN</li> <li>- Transition arrangements</li> </ul>		1
<p><u>Zones of Regulation</u> Zones of Regulation support in school to help children with their emotional literacy. Classes receive whole class ZoR lessons regularly and individuals work through their ZoR toolkits during ELSA sessions.</p> <p><u>Jigsaw</u> Jigsaw is our PSHE curriculum scheme of work which provides teachers with necessary knowledge and lessons to deliver high quality PSHE lessons.</p>	<p>Extensive evidence which associates childhood social and emotional skills with improved outcomes at school and in later life. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1, 6

**Total budgeted cost: £ 33,600**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This review is from our previous 3 year strategy. Below, the outcomes have been reviewed.

1. Observations and assessments indicate significantly improved concentration, motivation and attention to a task. Overall quality and quantity of work is improved.

Observations indicate that children are more focused and motivated in lessons. The addition of our creative books have impacted significantly on our motivation for tasks in foundation subjects. The quality of work is to a much higher standard, especially in KS2 as evidenced through book monitoring. Lesson drop ins and morning drop ins show that children are ready to learn and engaged in tasks well.

0. 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.

Oral language for disadvantaged children is level with non-disadvantaged children as reported by staff. There are some disadvantaged children with significant language needs - these are also found to have additional SEND needs. There has been an increase in ELKLAN support with an additional TA who has completed their ELKLAN training.

0. KS2 Reading outcomes in 2023/24 show that there has been an increase in disadvantaged pupils that met the expected standard.  
KS2 Writing outcomes in 2023/24 show that there has been an increase in disadvantaged pupils that met the expected standard.  
KS2 Maths outcomes in 2023/24 show that there has been an increase in disadvantaged pupils that met the expected standard.

#### KS2 SATS 2024

##### Reading:

86% of the disadvantaged pupils attained at least expected standard in 2024  
75% of the disadvantaged pupils attained at least expected standard in 2023  
0% of the disadvantaged pupils attained at least expected standard in 2022 (1 child)

##### SPAG:

57% of the disadvantaged pupils attained at least expected standard in 2024  
50% of the disadvantaged pupils attained at least expected standard in 2023

0% of the disadvantaged pupils attained at least expected standard in 2022 (1 child)

Maths:

57% of the disadvantaged pupils attained at least expected standard in 2024

50% of the disadvantaged pupils attained at least expected standard in 2023

0% of the disadvantaged pupils attained at least expected standard in 2022 (1 child)

Writing:

42% of the disadvantaged pupils attained at least expected standard in 2024

50% of the disadvantaged pupils attained at least expected standard in 2023

0% of the disadvantaged pupils attained at least expected standard in 2022 (1 child)

On the whole, results of disadvantaged children have increased between 2021 and 2024. The data shows that there was a reduction in % in writing which will require addressing in the following three year plan. However, children with SEND who are also disadvantaged have made good progress towards their EHCP/SEND targets.

Support with our Busy Bees programme has been successful over the last academic year. Children made good progress towards their targets for this. It supported

0. Sustained high levels of wellbeing from 2023/24 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Children continue to show a good understanding of wellbeing through our Zones of Regulation and My Happy Mind project. It was decided that MyHappyMind would cease this year due to the already positive impact of ZoR and our Jigsaw PSHE programme. These two programmes already cover many My Happy Mind targets. Pupil surveys show that they are supported with their wellbeing. ELSA support has also been allocated through some of our PP budget which has had a significant impact on certain disadvantaged children.

Feedback is received from:

Pupil voice

Staff voice

Parent voice

Feedback from ELSA support

Enrichment activities include: Music lessons, sports clubs and school trips. Disadvantaged children have received support in attending these.

The behaviour policy was implemented to support children with restorative approaches which has had a positive impact on children's wellbeing and understanding of behaviour in school.

Upon review, school has met the outcomes successfully and have developed a new 3 year plan to support the Pupil Premium strategy.

## 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.*

<b>Programme</b>	<b>Provider</b>
Nessy Spelling and Reading	Nessy
Jigsaw	
Infant Language Link	
Fresh Start	Read Write Inc.
Pathways to Progress	The Literacy Company
RWI portal	Read Write Inc.
Oxford Owl	