



Pupil Premium Strategy Statement – Middlewich Primary School



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	403
Proportion (%) of pupil premium eligible pupils	17%
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 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs. G. Reynolds
Pupil premium lead	Mrs. K. Davies
Governor / Trustee lead	Mr. M. Lappin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,780
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£99,780

Part A: Pupil premium strategy plan

Statement of intent

At Middlewich Primary School, we intend that all pupils, regardless of their background or challenges, make good progress and excel 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.

To achieve this, we remain dedicated to incorporating the latest research from the Education Endowment Foundation and implementing the 3-tiered approach to spending as detailed below.

Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.

- High quality teaching for all
- High quality assessments and a curriculum which responds to the needs of pupils
- Professional development
- Mentoring and coaching
- Resources focused on supporting high quality teaching and learning

Targeted academic support

Evidence indicates that small group and one-to-one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

- High quality one to one and small group intervention led by class teachers
- Immediate phonic intervention led by class teachers
- Planning for pupils with special educational needs and disabilities

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school. Enrichment and support can help disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

- Supporting pupils' social, emotional and behavioural needs
- Supporting high levels of attendance and punctuality
- Communicating with and supporting parents/carers
- Providing opportunities to take part in all wider learning including trips and residential visits.

At the core of our approach is a commitment to high quality teaching, strategically tailored to address the specific needs of disadvantaged pupils. This targeted focus not only proves instrumental in narrowing the attainment gap associated with disadvantage but also contributes positively to the academic growth of our non-disadvantaged pupils. Implicit in the intended outcomes, detailed on page four, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is dynamic and responsive, addressing both common challenges and individual need. This is rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we commit to:

- Prioritising the cultivation of robust professional relationships with pupils, fostering a secure and enjoyable learning environment.
- Collaborating with pupils and families where attendance is poor.
- Providing disadvantaged pupils with sufficient support, challenge and opportunities to unlock their potential.
- Implementing early interventions at the point of identified need.
- Embracing a whole school approach, where all staff members take responsibility for the outcomes of disadvantaged pupils and raise expectations regarding their academic achievements.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continue to be affected by the Covid-19 pandemic, and to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Access to the wide range of educational experiences is limited as children may not be able to attend trips and visits that require a parental donation. This has a negative impact on their personal development.
4	Poor attendance, poor punctuality or persistent absence is proportionately higher for disadvantaged pupils. Our assessments and observations indicated that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional needs of many pupils. Teacher referrals for support remain relatively high. 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
Pupils will reach the attainment levels above national averages in all subjects and for all groups	<p>By the summer 2027, pupils will fulfil their potential academically. This will be demonstrated by:</p> <ul style="list-style-type: none"> • KS2 reading outcomes will show that disadvantaged pupils perform as well as or better than their non-disadvantaged pupils. • KS2 writing outcomes will show that disadvantaged pupils perform as well as or better than their non-disadvantaged pupils. • KS2 maths outcomes will show that disadvantaged pupils perform as well as or better than their non-disadvantaged pupils. • All children will demonstrate good progress in foundation subjects by demonstrating that they have remembered a substantial part of their learning in each year group.
Improved attainment in phonics for disadvantaged pupils.	<p>Good attainment in phonics by July 2026 demonstrated by:</p> <ul style="list-style-type: none"> • Disadvantaged pupils will perform in line with all other pupils in their cohort in phonics with the expectation that all will pass by the time they leave year 1. The school's phonics results as a whole will exceed national levels. • All pupils (including PPG pupils) able to read fluently (90+ words per minute as a guide) before entering year 3.
Pupils have a breadth of experiences that enable them to contextualise their learning.	<p>Taking part in all wider learning opportunities will be demonstrated by:</p> <ul style="list-style-type: none"> • The school's curriculum offer includes a wide range of experiences which enrich and broaden children's thinking. • All pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • All PPG children are accessing a range of school visits including residential visits during their time at Middlewich Primary School. • Disadvantaged children are well represented in after-school clubs • The majority of disadvantaged children take on responsibility roles to represent our school in year six.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils	<p>Sustained high attendance by 2026 demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for disadvantaged pupils will improve. • There will be no gap in attendance between disadvantaged pupils and their non-disadvantaged peers. • Punctuality rates for disadvantaged pupils will improve.

	<ul style="list-style-type: none"> The percentage of pupils who are persistently absent will improve for disadvantaged children being no lower than their peers.
To achieve and sustain improved wellbeing for all pupils/families in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice and teacher observation. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. A reduction in pupil referrals for support. Pupils including those in receipt of pupil premium have their needs identified early and addressed through school support.

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)

High quality teaching for all

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide training and resources to enable teaching of phonics, reading and writing to remain a high standard.</p> <p>Ensure all staff are fully trained and have the necessary resources to teach English effectively.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1 and 2
<p>CPD is in place to ensure the curriculum is well designed and subject leaders are effective in their roles to ensure teaching is of the highest quality.</p>	<p>Providing high-quality teaching that is effective for disadvantaged learners will mean teachers are providing effective learning for all. EEF highlights that research shows that teachers need effective personal development to keep improving and this is a key ingredient of a successful school.</p>	1 and 2

Improve outcomes for all disadvantaged pupils by implementing the local authority RADY (raising attainment for disadvantaged youngsters) programme.	<p>RADY is a long-term strategy to address a systemic issue of disadvantaged youngsters having lower attainment than their peers.</p> <p>A key focus over the next three years is to improve outcomes for disadvantaged pupils across the school. This includes raising attainment, enhancing participation in lessons, and ensuring proportional representation in extracurricular activities.</p>	1, 2, 3, 4 and 5.
Provide RADY training to all staff.	EEF research shows that ensuring an effective teacher is in front of every class should be a top priority for pupil premium spending.	1, 2, 3, 4 and 5

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

Budgeted cost: £19,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and teaching assistants provide targeted, structured interventions especially in maths and English. A significant proportion of the pupils who receive this will be disadvantaged, including those who are high attainers.	<p>Targeted interventions based on careful analysis of children's progress and needs can be an effective method to support low attaining pupils or those falling behind both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1 and 2
Immediate phonic interventions put in place to close gaps and catch up. This will be primarily for disadvantaged pupils but include others in their peer group who would benefit from the support at the same time.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when	1 and 2

	<p>delivered as regular sessions over a period of up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a dedicated family support team to provide individual family support with attendance, health, social and emotional, academic issues.</p> <p>Bespoke programmes are carried out to build resilience in pupils and families.</p>	<p>Social and emotional learning approaches have a positive impact on pupils' development. The evidence indicates that there is a particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Links between home and school is proven in supporting the progress pupils make academically as well as socially and emotionally.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 4 and 5
<p>Support to participate in activities which enhance and broaden the curriculum and learning experiences such as after-school clubs, school trips and residential visits.</p>	<p>To reduce the overall financial burden upon, the school will fund the overall cost of activities (including school trips and residential visits) where required to enable accessibility for all.</p> <p>The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. Disadvantaged pupils may have less opportunity to build cultural</p>	3, 4 and 5

	capital – this in turn impacts on their attainment. EEF evidence shows that outdoor adventure learning +4 months progress	
Support high levels of punctuality and attendance through family support work and purchase of targeted support by the local authority.	Research from the DfE points to an irrefutable link between high attendance and attainment.	4

Total budgeted cost: £99,780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school's overall effectiveness was rated as good by OFSTED in September 2022. This judgement reflects the strength of the school's curriculum in fostering pupil progress, attainment, and personal development for all groups including those identified as pupil premium. Our focus on attendance and equity in learning has driven positive outcomes across academic areas, contributing to a supportive and achievement-orientated school culture.

To support pupil premium pupils at risk of not meeting the expected milestones, targeted intervention and catch-up support were prioritised. This initiative proved impactful, as some pupils were able to maintain pace with their peers and stay on track. In summer 2024 SATS, 61% of year 6 pupils achieved the expected standard or higher in reading, writing and maths combined, compared to 59% nationally (2023).

The KS2 SATS results revealed promising individual performances among disadvantaged pupils; however, there were shortfalls in overall attainment compared to expectations. 56% of our year 6 pupils in receipt of the premium achieved or exceeded the expected standard in maths, 44% met or exceeded the expected standard in writing and 33% achieved this in reading. This resulted in 33% achieving the expected standard across all three subjects. These outcomes underscore the need for continued targeted support to bridge attainment gaps for our pupils in receipt of the pupil premium.

Phonics results showcased notable improvements. In 2024, 100% of our pupils in receipt of the premium passed the phonics check in year 1, a rise of 40% in 2023. By the end of year 2, 75% passed, a rise of 25% from the previous year. The positive results in phonics highlight the effectiveness of phonic interventions, which will remain a priority.

All pupils in receipt of the premium benefited from additional music lessons taught by our music specialist at no cost to parents/carers. These sessions introduced pupils to various instruments. Observations have shown that children have gained increased confidence not only in their musical ability but also more widely in their approach and attitude towards learning in school.

The involvement of our family support worker and pastoral lead has been instrumental in addressing the social, emotional, and academic needs of disadvantaged pupils and their families. Approximately 60% of pupil premium pupils and their families received individualised support. Evidence suggests this has strengthened the home-school connection and provided critical resources to families.

Whole school attendance exceeds national average. Absence among pupils in receipt of the premium was 2.23% higher than their peers in 2023/24, but this gap has narrowed compared to the previous year. Additionally, the percentage of persistently absent disadvantaged pupils has declined, indicating an overall improvement in engagement. Collaborative efforts with the local authority and targeted attendance initiatives have reinforced the importance of regular attendance.

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
Power Maths	Pearson Education Ltd
Purple Mash	2Simple Ltd
TT Rockstars	Maths Circle
Numbots	Maths Circle
Little Wandle Letters and Sounds Revised	Wandle Learning Partnership