

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	Middlestone Moor Primary School
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	98 98/261
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	Termly
Statement authorised by	G Richardson (HT)
Pupil premium lead	G Richardson (HT)
Governor / Trustee lead	M Tarling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,470
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£148,470

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

- Pupils attend school every day and on time
- Pupils make enough progress to achieve age related expectations for their year group
- Pupils make good progress in physical social and emotional development
- Pupils are settled and they navigate the school learning environment with independence and confidence
- Pupils behaviour is good to excellent both in and out of school
- Pupils make good decisions and know how to keep safe both in and out of school

How does your current pupil premium strategy plan work towards achieving those objectives?

- Curriculum monitoring and review ensures pupils are receiving an appropriate wide-ranging curriculum
- Interventions ensure the pupils are being well supported according to their learning and welfare needs
- Pupils are well supported to learn within the classroom setting
- Pupils are well managed with consistent and appropriate behaviour management strategies enabling them to fully access learning
- Key concepts are well taught and a priority
- Pupils build on previous knowledge and focus on remembering to build on understanding for future learning
- Strategies are in place to address SEMH issues
- Pupils monitored by SENCO/SLT
- Professional interventions (external) offered where needed
- TAs offer range of interventions in mornings/after school, as well as during afternoon sessions – DHT monitor, with feedback from other staff.

What are the key principles of your strategy plan?

- Identify gaps in learning R,W,M, and address need
- Position staff to address occurring needs of pupils
- Intervention programme supports pupils to cope with emotional needs and access learning
- Flexibility of team to go where need is and engage short term intervention
- Communication with parents and carers for support, advice and guidance
- Monitoring, review, adapt impact by SENCO/DHT for effective practice
- Curriculum review to ensure pupils are accessing broad, balanced, relevant and enjoyable curriculum
- Use of internal data to ensure pupils are making required progress/staff make accurate assessment judgements

Challenges

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

Challenge number	Detail of challenge
1	High numbers of pupil premium also have SEN, resulting in further barriers to learning for specific children.
2	PP children's basic skills in reading, writing and speech, language and communication upon entering the school are lower than non-PP children
3	Social and emotional needs. PP children less ready to learn based on other factors e.g. SEND, SEMH or external factors
4	Attainment of GLD for disadvantaged pupils is low compared to national other %.
5	Parental engagement for disadvantaged pupils is low for many.
6	Higher numbers of PP children also fall into the Persistent absence category.

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.

Challenge 1: High numbers of pupil premium also have SEN, resulting in further barriers to learning for specific children.	
Intended outcome	Success criteria
-Identified pupils maintain the standard of attainment they achieved at the end of the previous year. -Pupils receive and show impact from targeted high-quality intervention -Pupils are well supported within the whole class	-All Dis/SEN pupils make progress from their starting points. These may be small steps, but the aim is for at least expected progress. -Pupils have regular opportunities to rehearse, practice and consolidate key skills in R,W,M, S&L, handwriting and mental and written arithmetic skills - Interventions are short term and measured for impact - Termly pupil progress meetings ensure pupils are progressing and needs are well met.
Challenge 2: PP children's basic skills in reading, writing and speech, language and communication upon entering the school are lower than non-PP children.	
Intended outcome	Success criteria
- Those that have 'fallen behind' are speedily identified and, following targeted intervention, make progress/catch up - Pupils learn well and show consolidation of basic skills - Pupils receive and show impact from targeted high-quality intervention	-All Dis/SEN pupils make progress from their starting points. These may be small steps, but the aim is for at least expected progress. -Pupils have regular opportunities to rehearse, practice and consolidate key skills in R, W, M, Oracy, handwriting, times tables and mental and written arithmetic skills.

- Pupils are well supported within the whole class - Pupils engage in regular reading of high-quality texts throughout the curriculum, and are read with/too frequently. - % of children achieving ARE standards in writing have been identified as a target, the profile of this will be raised in school. - Children build upon previous learning and are regularly encouraged to revisit learning to help transfer information into the long-term memory.	- Interventions are short term and measured for impact - A love of reading is fostered resulting in all pupils enjoying reading a wide range of texts - Termly pupil progress meetings ensure pupils are progressing and needs are well met - Children regularly revisit prior learning during all lessons. Classroom environments provide meaningful prompts for this.
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Challenge 3: Social and emotional needs. PP children less ready to learn based on other factors e.g. SEND, SEMH or external factors/home engagement.

Intended outcome	Success criteria
- Pupils families are well supported to enable them to help their child - Use of school communication tools enables parents/carers to speak to staff regarding concerns - SENCO ensures pupils are correctly identified and intervention is effective - SLT work together to identify need and allocate support to alleviate barriers to learning - CPOMS is effective in recording concerns and support - Teachers know their children well and can support them in their learning and development - Soft start to the day in the Nest for children who need it. - Pupils show resilience in their learning and daily school life.	- Pupils attend Lego therapy learn to socialise - Use of the Nest for those who struggle to regulate their emotions, they will be supported by a member of staff to integrate back into whole class teaching. - Pupils attend social stories interventions to learn how to make positive relationships and manage their emotions/behaviours - Regular 'catch ups' with DHT - Pupils receive support from external services if required - Staff are seen to encourage pupils to develop age appropriate independence - Pupils show they are resilient and able to learn from their mistakes both in learning and more widely.

Challenge 4: Attainment of GLD for disadvantaged pupils is low compared to national and non-PP.

Intended outcome	Success criteria
- To increase the % of disadvantaged children achieving GLD at the end of YR – (44% 2021)	- % increases for disadvantaged children at the end of YR. - Gaps identified from on entry assessments. - Difference between our disadvantage % and the % of national other. - Targeted interventions for groups of disadvantaged pupils.

Challenge 5: Parental engagement for disadvantaged pupils is low for many.

Intended outcome	Success criteria
- Families of PP children engage more in school events and the children's learning through 'Watch me Learn' afternoons and class assemblies etc.	- Families of PP children engage more in school events and the children's learning through 'Watch me Learn' afternoons and class assemblies etc.

Challenge 6: High numbers of PP children also fall into the Persistent absence category.

Intended outcome	Success criteria
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- Continue to monitor and improve attendance of disadvantaged pupils	- Increased attendance for disadvantaged children and a reduction in the % of persistent absence. - Reward system shared with parents and put in place to improve attendance and punctuality.
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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: £123,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed and monitor Sounds-Write in Reception and KS1	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	1
Develop use of English and Maths books to record in as soon as the children are showing readiness.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	1
EYFS YR To be included in regular moderation of books for writing and Maths throughout the year.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	1
Develop use of high quality texts into EYFS continuous provision. Invite parents for reading session and guides provided to support parents with reading with their child at home. Children receive decodable reading book matched to their sounds-write unit. Records of progress in reading recorded consistently. Phonic assessments completed termly and analysed.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years. EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.	1
All staff in EYFS are aware of children's individual targets and regular review takes place against the targets that have been set.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years. EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.	1
Regular pupil progress meetings to take place and to look at the attainment and progress of all disadvantaged pupils.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years. EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.	1
Transition is well planned and pupils are well prepared for transition.	In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	1
Further develop us of Sounds-Write in Year 1 and 2.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	2
Targeted intervention is used to target children to achieve the re-sit phonic screening check standard at the end of Year 2.	Staff identify targeted children based on classroom performance and internal assessments. EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years. Action research suggests that small group interventions with highly qualified staff have shown to be effective in raising attainment and accelerating progress.	2

Ensure decodable reading books are matched correctly to Sounds-write units that are being taught in Reception, Year 1 and 2.		1 and 2
Ensuring staff accountability - Staff clear of children's starting points and aware of targets set for pupils		3
Transition is well planned and pupils are prepared for the transition.	In the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	1
High quality Verbal Feedback given to children by teachers and Teaching Assistants in Maths and Writing.	Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/+8months	1, 4 and 5

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

Budgeted cost: £16,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP champion to hear disadvantaged children read and monitor records to ensure that children are being heard read on a regular basis.	Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/	1 and 2
Increase the frequency of hearing disadvantaged pupils read particularly those who are not being heard read at home.	In the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	1 and 2
Small group behaviour intervention strategies.	-Education Endowment Foundation – Improving Behaviour in Schools. -Establish, Maintain, restore model -Identifying risk factors and Protective factors. -Behaviour Implementation model	3
Pre-teaching input in lessons for children who are at risk of falling behind.	In line with the research, early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	2, 3, 4, and 5

	https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully	
Targeted phonic intervention sessions for those children who require small group input.	Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2, 3, 4, and 5

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

Budgeted cost: £8,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance of disadvantaged children regularly.	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully	6
Increase Parental engagement in reading by holding family time sessions in school. Parenting courses to be held at school from April 2026	EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.	6
Hold meetings with parents where a child's attendance is low.	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully	6
Complete pupil premium review tool.	NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for "clear responsive leadership" where staff are held to account and strategies are identified to drive improved outcomes for pupils: https://www.nfer.ac.uk/publications/PUPP02/	

Total budgeted cost: £147,610

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Good Level of Development					
All		Dis		Non Dis	
Sch 2025	National 2025	Sch 2025	National 2025	Sch 2025	National 2025
40%	68.5%	50%	%	45%	%

Year 1 Phonics					
All		Dis		Non Dis	
Sch 2025	National 2025	Sch 2025	National 2025	Sch2025	National 2024
67%	80%	60%	67%	65%	84%

KS2 Attainment Overview Expected Standard						
Subject	Cohort		Comparison By Groups			
			Dis		Non Dis	
	Sch 2025	Nat 2025	Sch 2025	Nat 2024	Sch 2025	Nat 2024
Reading	75%	75%	40%	62%	89%	80%
Writing	75%	72%	60%	58%	83%	78%
GPS	79%	73%	60%	59%	89%	78%
Maths	79%	74%	70%	59%	83%	79%
RWM	71%	62%	50%	46%	83%	67%

Targeted Intervention Support

- Teacher Assessment and Test Outcomes are analysed and Question Level analysis is used to identify the next steps for learning. This happens termly and means that any gaps from the previous term continue to be addressed so that learning can be built upon.
- In class and out of class interventions have been running – these are tailored to the individual needs of the children.
- Year 6 intervention took place throughout the year and was organised in Waves to ensure support for the correct children at the correct points in the year.

Wider Strategies

- Increasing attendance is a key priority across school. Attendance has been monitored weekly and where there is dropping attendance pattern or Persistent absence support is put in place. The Trust and Government guidelines are followed for attendance,

- Referrals to the Local Authority have been made in line with guidance
- There is a gap between disadvantaged and non-disadvantaged children in relation to persistent absenteeism however following work over the course of the year this gap is beginning to narrow. This work will continue and be built upon moving forwards.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details