



Midhurst CofE Primary Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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	Midhurst CofE Primary
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	24.86% (45 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mark Jefferson. Headteacher
Pupil premium lead	Mark Jefferson, Headteacher
Governor / Trustee lead	Chrissie Abbott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,475
Recovery premium funding allocation this academic year	£6960
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	£81,435

Part A: Pupil premium strategy plan

Statement of intent

Whole-school ethos of attainment for all

There is a culture of high expectations for all and our aim is that every child will reach their full potential. There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard and we actively encourage families to engage with school life and communicate with staff at the school. Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning. Learning to Learn skills of good relationships, reflectiveness, resilience, resourcefulness and risk-taking are embedded into day-to-day teaching and learning. The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support. Our behaviour policy is based on a therapeutic approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. We promote pro-social behaviour and recognise that you cannot teach children to behave better, by making them feel worse. The behaviour policy is shared with all pupils and their families.

Attendance is monitored and the Headteacher and SENDCo work closely with families for which attendance is an issue, aiming to improve absence or lateness to maximise opportunities for learning in school. The school fosters good relationships with parents and carers and our 'open door' policy ensures that ongoing communication with families is a strength.

High quality teaching for all

The school places a strong emphasis on ensuring all pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure all pupils, including our disadvantaged pupils make strong progress. Teachers and classroom support staff are committed to successfully engage with the disadvantaged pupils who are less successful learners. Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation. Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual needs

All staff build good, supportive relationships with pupils; class teachers know the children in their care very well. Teachers keep a class 'overview' of the pupils in their class and individual pupils' progress, needs, and personal development are discussed with senior leaders/SENDCo every half term. The attainment and progress of each child is carefully tracked and individual learning needs, strategies and interventions are reviewed regularly.

Clear, responsive leadership

Leaders and governors work to ensure that all staff have a full understanding of the school's aims and pupil premium strategy. Leaders and governors review the effectiveness of strategies based on internal analysis, research and best practice. Self-evaluation is rigorous and honest.

The whole child/holistic approach

We believe that children should feel secure, happy and valued as unique individuals so their educational, emotional, spiritual and physical needs are met. Our curriculum ensures that all our pupils are provided with rich and varied learning experiences so that they can develop their skills and abilities to their full potential. Staff are deployed in flexible ways – to support learning, as Learning Mentors, working with individuals, groups and whole class, to support with wrap-around care and outdoor learning e.g. Forest Schools.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and Language/Vocabulary</p> <ul style="list-style-type: none"> - On entry to Reception, significant speech and language delays from some pupils, especially in terms of speech sounds, but also for expressive & receptive language. - As pupils progress through the school, poor vocabulary impacts on learning across the curriculum. Evidence/studies show that disadvantaged pupils are more likely to have vocabulary deficiencies compared to their peers. - This impacts on children's attainment in Reading and Writing, as gaps in vocabulary affect reading comprehension and cohesion of writing. - Attainment in mathematics is also affected, as children have less skills when tackling reasoning and problem-solving tasks.
2	<p>Phonics and Early Reading Strategies</p> <ul style="list-style-type: none"> - Assessments show that disadvantaged pupils generally have greater difficulties with phonics than their peers. For example, this year in Year 3, 57% of pupils eligible for PP still need a phonics/speech and language or other reading intervention. - Reading support from home for disadvantaged pupils is generally less frequent than for that of their peers. - This negatively impacts their development as readers.
3	<p>Significant Social, Emotional and Mental Health issues (SEMH)</p> <ul style="list-style-type: none"> - 22% of PP pupils are currently receiving support from a Social Worker or other support agency - Some PP pupils are finding it difficult to self-regulate their behaviour and receive interventions to help with this. - In turn, these challenges affect attainment
4	<p>Economic/social disadvantage</p> <ul style="list-style-type: none"> - Impacts on life experiences – many disadvantaged pupils have limited experiences beyond the family home/locality. - For some, basic needs are not met e.g. breakfast, correct uniform etc. - Low aspirations from some disadvantaged families – cycle of underachievement/disengagement with education, including home-learning.
5	<p>Attendance</p> <ul style="list-style-type: none"> - Attendance data over the last year indicates that attendance among disadvantaged pupils was 90.9% This is 3.3% lower than for their non-disadvantaged peers (94.2%) - Last year, 17 out of 43 (40%) of disadvantaged pupils had been 'persistently absent' compared to 25 out of 154 (16%) of their peers during that period.

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 oral and language skills among disadvantaged pupils, including vocabulary	Assessments and observations show significantly improved oral language among disadvantaged pupils. Work scrutiny will show improved use of vocabulary in pupils' writing and assessments from reading activities show pupils have a greater understanding of texts.
To increase the percentage of disadvantaged pupils achieving Expected Standard in Reading, Writing, Maths and combined.	Percentage of disadvantaged pupils achieving EXS in Reading, Writing and Maths shows an upward trend and is in-line or exceeding their non-disadvantaged peers
To provide pupils with rich and wide pastoral support so that children with social and emotional need can access all aspects of school life	Social and emotional needs are met through high quality pastoral support in class and through targeted intervention, allowing disadvantaged pupils' full access to school life. This will be seen through pupil voice, parental surveys and teacher observations
To provide a rich and broad curriculum that builds cultural capital over time and gives disadvantaged pupils fair and equitable access to it.	All pupils experience the school's wider curriculum offer and have full access to trips, visitors and extra-curricular activities. We will see an increase in participation in enrichment activities, particularly among disadvantaged pupils.
Overall attendance rates show an upward trend and the attendance of disadvantaged pupils is at least in line with those of their non-disadvantaged peers in school.	Attendance is 95%+ for most disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2023-24) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued training for staff on oral language skills and vocabulary development.</p> <p>Embedding dialogic activities across the school curriculum.</p> <p>Purchase of resources and publications which support this (e.g. Vocabulary Ninja, 'Closing the Vocabulary Gap')</p>	<p>Strong evidence that oral language interventions and dialogic activities, with a focus on discussion and extending vocabulary, have high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-language-interventions</p>	1
<p>Purchase of further decodable reading material in EYFS and KS1.</p> <p>Work with SENDCo on researching and purchasing decodable reading material for KS2.</p> <p>Continue with support staff delivering daily RWI phonics lessons in EYFS and KS1.</p> <p>Purchase high quality texts for school library.</p>	<p>Teaching early reading through a synthetic phonics approach has a firm evidence base for impacting the accuracy of decoding words and reading, particularly for disadvantaged children.</p> <p>In studies, RWI has a proven track record for improving children's phonic skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</p>	1, 2
<p>Use GL Assessment Progress Tests for Maths, English and Science to identify gaps and progress over time.</p> <p>Purchase further high-quality resources to support the teaching of Maths mastery (e.g. White Rose Premium, TT Rockstars).</p>	<p>Within school, previous experience has shown that using comparative data analysis in GL Assessment improves the focus of teaching and learning. The National Centre for Excellence in the Teaching of Mathematics have produced guidance on the Mastery approach and EEF toolkit shows that the mastery approach has high impact.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning</p>	1 1

<p>Staff to use high-quality, language-rich texts as inspiration for writing lessons.</p>	<p>Access to high-quality texts, with rich vocabulary exposes pupils to a wider vocabulary, thus improving reading comprehension and language skills. EEF cite the importance of using vocabulary-rich texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-language-interventions</p>	<p>1,2</p>
<p>Provide enrichment activities for pupils (e.g. trips, visitors, Forest School).</p> <p>Extend offer of extra-curricular activities to enhance the curriculum.</p>	<p>Research shows that building cultural capital, providing rich, varied enrichment activities has impact on the life experiences of disadvantaged children. Through pupil conferencing in school, we know that pupils value wider experiences like Forest School, which in turn has had a positive impact on some pupils' attendance.</p>	<p>3, 4, 5</p>
<p>CPD for Senior Leadership Team to further improve the CPD offer for all staff (e.g. coaching training, Durrington curriculum training, Training and Retaining Good Teachers).</p>	<p>EEF guidance reports emphasise the importance of high-quality, focused CPD within schools. The process of linking CPD to the School Development Plan and focusing on high quality implementation will improve Quality First Teaching.</p> <p>EEF Guidance Reports:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/implementation</p>	<p>1, 2, 3</p>

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

Budgeted cost: £27,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and one-to-one interventions for phonics and reading using Read, Write Inc.</p>	<p>Good evidence to show that phonics, reading comprehension and oral language interventions have high impact.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2</p>
<p>Purchase Nessy dyslexia resources.</p> <p>CPD for ELSA and Learning Support</p> <p>Continued resources for sensory trail and playground markings.</p>	<p>Use of dual-coded resources has an impact of those pupils with dyslexia, and a multi-sensory approach with repetition shows greater impact.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2</p>
<p>Provide high-quality pastoral support from trained learning mentors.</p> <p>We continue to be a Thoughtful school.</p> <p>Provide high quality pastoral support from Play Therapist.</p>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes.</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs show good impact.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</p>	<p>3, 4, 5</p>

<p>Teaching Assistants to provide interventions for identified children.</p>	<p>Research shows that the impact of using Teaching Assistants to deliver targeted small group or one to one interventions is moderate to high. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Best impact is seen where interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>1, 2, 4</p>
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	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1447

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer disadvantaged families funding for Breakfast and After-School Clubs	DfE publication 'Wraparound and holiday childcare' shows that good quality wrap around care has a positive impact on pupil's outcomes. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/778997/Rights_to_request_guidance-2019.pdf	3, 4
Develop a wide and varied programme of clubs and extra-curricular activities where disadvantaged pupils are proportionately represented. To fund disadvantaged pupil places on paid extra-curricular experiences (e.g. trips, sports clubs, West Sussex Music Service lessons).	Disadvantaged pupils have less access to wider extra-curricular activities, and by providing these in school, funding them when necessary, there is a positive impact on outcomes. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/aspiration-interventions	3, 4, 5
Continue to implement and review attendance strategy. Provide incentives for good attendance (e.g. class money, certificates etc.)	Higher rates of attendance lead to better outcomes for pupils.	5

Total budgeted cost: £59,216

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 2022 to 2023 academic year.

Intended outcome	Success criteria																																										
Improved oral and language skills among disadvantaged pupil, including vocabulary	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils - with a lower % needing intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment (BROMCOM).																																										
To increase the percentage of disadvantaged pupils achieving Expected Standard in Reading, Writing, Maths and combined.	<p>Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points.</p> <p>Reading [Source – GL Assessment NGRT Summative Assessment] Years 1 – 6 - 72% of Disadvantaged Pupils meet age related expectation</p> <p>Maths [Source - Progress Test in Maths – Summative Assessment - GL Assessment] Year 3 – 50% of Disadvantaged Pupils meet age related expectation Year 4 – 92% of Disadvantaged Pupils meet age related expectation Year 5 – 33% of Disadvantaged Pupils meet age related expectation Year 6 – 12.5% of Disadvantaged Pupils meet age related expectations</p> <p>English [Source – Progress Test in English – Summative Assessment – GL Assessment] Year 3 – 50% of Disadvantaged Pupils meet age related expectations Year 4 – 92% of Disadvantaged Pupils meet age related expectations Year 5 – 33% of Disadvantaged Pupils meet age related expectations Year 6 – 12.5% of Disadvantaged Pupils meet age related expectations</p>																																										
To provide pupils with rich and wide pastoral support so that children with social and emotional need can access all aspects of school life	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in behaviour incidents for these pupils a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 2022-23 2022-23 48% of PP children had accessed extracurricular activities.</p>																																										
Overall attendance rates show an upward trend and the attendance of disadvantaged pupils is at least in line with those of their non-disadvantaged peers in school.	<p>Improving attendance data from 2022/23 demonstrated by:</p> <p>Pupil Attendance Data 2021/22</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Absence</th> <th>Persistent Absence</th> <th>Authorised</th> <th>Unauthorised</th> <th>Lates</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>89.2%</td> <td>10.9%</td> <td>24.3%</td> <td>9.5%</td> <td>1.4%</td> <td>0.8%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>93.5%</td> <td>6.5%</td> <td>15.8%</td> <td>5.1%</td> <td>1.4%</td> <td>0.4%</td> </tr> </tbody> </table> <p>Pupil Attendance Data 2022/23</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Absence</th> <th>Persistent Absence</th> <th>Authorised</th> <th>Unauthorised</th> <th>Lates</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>90.9%</td> <td>9.2%</td> <td>30.8%</td> <td>5.2%</td> <td>4%</td> <td>0.6%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>95.3%</td> <td>4.7%</td> <td>13.4%</td> <td>3.4%</td> <td>1.3%</td> <td>0.5%</td> </tr> </tbody> </table>		Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	Disadvantaged	89.2%	10.9%	24.3%	9.5%	1.4%	0.8%	Non-Disadvantaged	93.5%	6.5%	15.8%	5.1%	1.4%	0.4%		Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	Disadvantaged	90.9%	9.2%	30.8%	5.2%	4%	0.6%	Non-Disadvantaged	95.3%	4.7%	13.4%	3.4%	1.3%	0.5%
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Targeted Support

Read, Write Inc phonics sessions have continued and the RWI leader has carried out regular diagnostic assessments to track pupil progress. One-to-one phonic interventions in KS1 and lower KS2 continue to show good impact. Therefore, we will continue to use RWI as our key approach to Early Reading in the current plan.

Whilst the wider pastoral support highlighted in last year's plan was compromised during Covid-19 restrictions, we were able to continue with Play Therapy and in-class emotional support. These will continue to be a feature of the current plan.

Further information

In developing and planning our Pupil Premium Strategy, we have engaged in extensive research-based CPD, looking at the most significant challenges faced by disadvantaged families, which has helped shape the approach taken in the strategy. Our pupil premium strategy will be supplemented by additional activity that is not directly funded by pupil premium or recovery premium. This will include:

- Reflecting on and adapting practice to include current research on metacognition and Rosenshine's Principles of Instruction. We are engaging in high-quality CPD led by the Durrington Research School and this area is a feature of our School Development Plan and implementation plans. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).
- A focus on pupil's awareness of 'Learning to Learn', where they reflect on themselves as self-regulated learners. Teachers address L2L as a key approach in school so that children can see the benefits of our 5Rs: Reflection; Resilience; Risk-Taking; Relationships; Resourcefulness.
- A focus on improving our Education for Safeguarding (E4S). The West Sussex Education for Safeguarding curriculum is designed to enable the school to develop a needs-based curriculum for all pupils, whilst also ensuring that the national expectations for RSHE are fully addressed. By enabling our children and young people to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world, we believe that we are giving each and every one of them the best chance for their lives ahead.
- A drive to strengthen subject leadership across the school curriculum. Through CPD, including an INSET day, we aim to empower subject leaders to be able to articulate:
 - the intent of their subject – where, when, why and how it is taught within the MPS curriculum
 - how each subject is implemented and why it is done this way
 - the impact of their subject and the monitoring of it
- Subject leads developing the vocabulary strands of their skills progression and link to the first point of assessment in their subject. This will strengthen the school's drive for narrowing the vocabulary gap between disadvantaged pupils and their non-disadvantaged peers.

Cohort Profile of PP pupils (based on October Census 2023)		
Year Group	Number% of PP pupils	Of which have SEN
R	6 (22%)	1
1	5 (28%)	2
2	6 (26%)	6
3	4 (16%)	6
4	12 (39%)	6
5	3 (10%)	2
6	8 (29%)	7

[Date of Next Review – September 2024](#)