Pupil Premium Strategy Statement Middlefield Primary Academy

This statement details our school's use of pupil premium 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	Middlefield Primary Academy
Number of pupils in school	200 (decrease since 2024)
Proportion (%) of pupil premium eligible pupils	13% (equal to 2024)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Carol Besant
Pupil premium lead	Alexandra Straker
Governor / Trustee lead	Becky Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39390
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	£39390

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils link directly with our school mission statement:

- To be the best versions of ourselves that we can be
- To enable every child to fulfil their potential in an environment that fosters learning, respect, responsibility, laughter and friendship.
- We want all our pupils to become independent, successful, happy, confident, and responsible citizens when they leave us.

By using research on the Education Endowment Fund, our strategy focuses on Middlefield's most disadvantaged pupils and the trends we notice within this group of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and communication skills – links later to writing development and reasoning.
2	Gaps in learning – these gaps widen if they are not addressed accordingly
3	Social and emotional needs – readiness to learn, resilience, respect and responsibility
4	Engagement in learning, and the wider community

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
Improve outcomes in speech, language and communication	Children with be assessed on their speech language and communication needs

	Staff will analyse trends in speech, language and communication needs Ensure staff are trained in identifying and progressing these areas to improve outcomes
Identify and address gaps in learning	Children's gaps will be addressed using assessment, and a wide range of interesting and engaging learning activities. Opportunity to fill gaps is key.
Any SEMH needs will be identified and addressed swiftly so children are ready to learn	Children will be given the opportunity to talk and discuss strategies to improve readiness for learning. Children will be engaged and ready to learn.
Engage confidently in the wider school life to become well rounded citizens	Children to be given a wide range of opportunities to add to the wider community, with projects, competitions, and schools joining together for events.

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: £13,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to ensure high quality approaches to teaching are introduced and are consistent across all year groups. Teaching Assistants trained and supported to deliver appropriate interventions.	Training feeds in to high quality teaching and consistent across all year groups. Teaching assistants can be seen and can evidence high quality intervention logs measuring impact and showing progress.	1, 2 and 3

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

Budgeted cost: £17,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of children eligible for PP – Teachers and TAs aware and identified in planning. Termly tracking of pupils eligible for PP – monitor and address gaps in learning swiftly. Pupil Progress meetings termly; vulnerable groups	Children flagged with PP status on Arbor. PP labelled on planning. Time with TA and teacher to address gaps in learning formed. Termly pupil progress meetings.	1, 2,3 and 4

identified and discussed		
Teacher led booster sessions to address gaps/misconceptions	Metacognitive approaches have been cited as the most effective strategies (EEF)	1,2,3 and 4
Specific gaps can be identified and addressed, with peer and adult support. Use of Assessment data from initial baseline to ensure teaching is targeted at gaps in learning.	Clear links between feedback and planning leading to progress Clear baselines and well thought out APDR training and production. Training in effective baselining.	1,2,3 and 4

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

Budgeted cost: £9390.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA -monitoring of children accessing ELSA support by SLT. Cambridgeshire therapeutic thinking approach	Therapeutic Thinking trained staff where appropriate with evidence that anxiety mapping/ roots and fruits/ risk management plans are in place where needed. ELSA trained staff to carry out their role by seeing the appropriate children at the appropriate time. Social and emotional issues impact negatively on learning and readiness to learn. Children need to feel emotionally stable in order to access learning.	3 and 4
Attendance monitoring and incentives.	'Flash' the husky attendance bear as an incentive for 100% weekly attendance. Attendance cup to the highest class under 100% every week Individual certificates at the end of the year	1, 2, 3, 4

	Stickers for attendance	
Equality of opportunities for extra-curricular activities, including Breakfast Club, After School club and enrichment opportunities.	Equality of opportunity can boost self-esteem and build resilience. A broadening experience which underpins aspirations. Pupil voice and feedback from parents and staff. Rock-Steady Music crew. Children chosen to attend weekly music sessions and form a band. Homework club to access homework in school. Book club members to organise a buzz for reading in school.	4
Contribution to educational/residential visits Ensuring that the children have exposure to a wide variety of opportunities to broaden horizons, inspire and raise aspirations	Photographs, memories and stories about experiences. Pupil voice and feedback from parents and staff.	4

Total budgeted cost: £39390.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

In 2024 -2025, we successfully did booster teaching in Year 6 and 2 and trained staff further to support children in the classroom with needs in specific areas. Emotional Literacy groups and individual sessions provided support for identified pupils both in Key stage 1 and Key stage 2 (as we have 2 ELSA trained staff members). Pupils with emotional needs are better equipped to deal with challenges faced both in and out of school following the added support they have received. We had 3 families requesting district family support. Attendance Lead provided support, guidance and liaison to tackle poor attendance. Our attendance of 95.98% overall for last academic year, was above national average at 93.5%. Implementation of homework clubs, supported by a qualified member of staff had a good impact on the quantity and quality of homework handed in which was open to all, however 6 pupil premium students are regular attenders. PP pupils achieved in line with their peers through access to homework activities and with additional interventions. 9 children received additional interventions to help with their attainment. After school club priority and funded school visits and trips/experiences meant a wider breadth of experiences impacted positively on pupils learning experiences and informed other curriculum areas. Access to breakfast club, snacks and milk appeared to improved readiness for learning. Pupil well-being improved and levels of concentration and academic achievement were maximised. Overall, a highly challenging year with great reward.

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting the progress and attainment of our 2 service children by offering sessions where needed for pastoral support, and additional teacher time to boost confidence in subject knowledge.
What was the impact of that spending on service pupil premium eligible pupils?	Both children are greater depth in all core subjects and are in the same family.