

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium 2023-2024 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	Milecastle Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	21.8%
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 2025
Statement authorised by	S. Richardson
Pupil premium lead	C. Dillon
Governor / Trustee lead	S. Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84925.40
Recovery premium funding allocation this academic year	£0
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	£84925.40

Part A: Pupil premium strategy plan

Statement of intent

At Milecastle, our intent is for all of our children to have access to high quality learning experiences which challenge the children to be their best and to make good progress in all subjects, irrespective of their background. We ensure we have high expectations for all pupils and provide the right challenge, guidance and support so that everyone is included. We want to offer them first hand experiences which prepare them for the next stage of their journey in education as well as outstanding pastoral support to ensure our pupils develop resilience and perseverance.

Common barriers faced by disadvantaged children at Milecastle are:

- Lack of parental support
- Lack of confidence
- Behaviour difficulties
- Attendance issues
- Weak language and communication skills
- Fewer opportunities for wider experiences
- Complex family situations
- Free school meals/LAC/PLAC/PP
- Safeguarding concerns
- Emotional Resilience
- Cost of Living Crisis

At Milecastle our objectives are:

- Narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.
- Allow all pupils in school to make or exceed nationally expected progress rates.
- Allow for early identification of additional needs and to promote early and effective intervention programmes.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure equity of access to all aspects of school life.

We aim to do this through:

- Ensuring high quality first teaching and learning opportunities meet the needs of all the pupils including ensuring all pupils are challenged in the work that they are set.
- Ensuring early identification and intervention is in place.

- Adopting a whole school approach in which all staff have high expectations for all pupils' outcomes.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the PP funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Ensuring good pastoral care for all pupils.
- Ensuring no child is excluded from any aspect of school life.

Research conducted by EEF is referred to, to support decisions around the usefulness of different strategies and their value for money.

Challenges

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

Challenge number	Detail of challenge
1	Reading (including early reading and comprehension)
2	Writing, including early writing
3	Speech and language development
4	Maintaining good progress and outcomes for all pupils including disadvantaged pupils in English and Maths
5	Attendance
6	Mental health and wellbeing
7	Wider curriculum experiences
8	Current economic crisis

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
Maintain quality of teaching of reading, including early reading, with early intervention at the point of need and maintaining high levels of attainment at	Continued consistent approach to the teaching of reading using Sounds Write. Interventions are timely and in place.

<p>KS2 and ensuring the narrowing of gaps between disadvantaged and non-disadvantaged.</p>	<p>Well matched resources to support the teaching of reading for Sounds Write. Quality CPD for all staff. Increase in children's confidence and love of reading.</p>
<p>Ensure foundations of early writing are secured in EYFS and Year 1. Adopt a consistent approach to writing across school.</p>	<p>Children in EYFS are Year 1 ready, particularly for the writing curriculum. New KS1 pedagogy and the model for writing including the application of 'Sounds Write' into written work are embedded. Subject leader participates in CPD in KS2 writing, particularly at greater depth.</p>
<p>Improved oral and language skills and vocabulary among all pupils including disadvantaged. Introduce Voice 21 Oracy project in school beginning with 1 class and wider whole school opportunities.</p>	<p>Implement Launchpad for Literacy approach in EYFS via bespoke interventions for key children. Increased focus on oracy in Class 3 initially ready for roll out to whole school. HT to implement initial whole school oracy activities.</p>
<p>Sustain good outcomes in English and maths for all pupils and ensure the narrowing of gaps for disadvantaged children.</p>	<p>Work with the NCETM Great North Maths Hub on sustaining teaching of mastery. Bespoke CPD package for the teaching of mastery. Pre and post teaching interventions identified and in place. Implement Mastering Number sessions for KS2.</p>
<p>Improved attendance for all pupils including disadvantaged pupils and remain below the LA average.</p>	<p>Individual support offers in place. Regular attendance monitoring and follow up with parents whose children are PA or at risk of PA. Whole school attendance focus. Maintain attendance reward system. 100% attendance awards (attendance assembly). Class attendance on Newsletters and website.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Whole school PSHE approach. Whole school emotional regulation approach. Continue to embed Zones of Regulation across school. Staff and pupil golden afternoons. Work with SEMH team for targeted support. Work with RISE team. Bespoke pastoral 'check ins' for individual pupils.</p>
<p>All pupils eligible to have access to a full range of wider curriculum experiences to</p>	<p>All pupils in Year 5 to be able to access residential trip.</p>

further develop learning and understanding as well as provide life experiences to develop confidence, self-belief and independence.	All pupils to be able to access year group visits and visitors. All pupils have access to visiting authors and artists. All pupils offered the opportunity to participate in after school and lunch time activities.
All pupils to have equity of access to their education irrespective of socio economic disadvantage.	Support for school uniform, including PE kit and accessories.

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: £41956

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of staff new to school in teaching of phonics using 'Sounds Write', including the use of support staff to cover the release of teaching staff.</p> <p>Purchase of 'Sounds Write' books and teaching resources. Ongoing</p> <p>Purchase of resource to support teaching of maths mastery. Ongoing</p> <p>Purchase of software to support teaching and learning in English and maths, including blended learning.</p> <p>Whole school subscriptions to support the teaching and learning. Ongoing</p> <p>Release of HT and DHT for monitoring purposes. Ongoing</p> <p>Access to appropriate CPD for all staff through available</p>	<p>The EEF Guide to the Pupil Premium</p> <p>Phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to</p>	<p>1 3</p>

<p>training and the National College's online platform. Release of teaching and support staff to access high quality CPD.</p>	<p>the explicit nature of the instruction and the intensive support provided.</p> <p>Mastery +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Reading +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Feedback +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory</p>	
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	<p>approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Parental Engagement +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Continued CPD for staff using Launchpad for Literacy.</p> <p>CPD for Voice 21 for key staff and implementation of the oracy project.</p>	<p>Communication and Language Approaches +7 months</p> <p><u>Communication and language approaches EEF</u> (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression.</p> <p>Communication and language approaches in the early years can be grouped and include:</p> <p>Approaches that support the linguistic aspects of communication, such as teaching and modelling vocabulary and language</p> <p>Approaches that simultaneously support both cognitive and linguistic aspects of</p>	<p>2</p>

<p>Delivery of bespoke Speech and Language interventions.</p>	<p>communication, such as interactive reading or collaborative talk</p> <p>Approaches that support the physical aspects of communication such as teaching and modelling social communication skills</p> <p>Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills. Communication and language is a prime area of learning and development in the Statutory Framework for the Early Years Foundation Stage.</p> <p>Teaching Assistant Interventions +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to 1 2 3 7 learning and 'catch-up' with previously higher attaining pupils.</p> <p>Oral language intervention +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development. The targeted use of approaches will support PP pupils to catch</p>	
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	up with their peers, particularly when this is provided one-to-one.	
Bespoke CPD package for the teaching of mastery, including release of staff. Maths Lead released to attend Maths Hub Networks Purchase of Mathletics to support maths intervention.	Mastery +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Teaching Assistant Interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

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

Budgeted cost: £39956

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to work across school to enable the teaching of interventions to close the gaps and support small group teaching in English and Maths.	Evidence from Education Endowment Foundation Toolkit: Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition One to one tuition +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly	1 3

	smaller positive impact (+ 3 months). Low attaining pupils particularly benefit from small group tuition.	
Support staff delivery of interventions for pre and post teaching (small group and 1:1) for reading, writing and maths	<p>Small group tuition +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months). Low attaining pupils particularly benefit from small group tuition.</p>	1 3

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

Budgeted cost: £5041

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to support behaviour plans and bespoke intervention	<p>Behaviour +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p>	5

	<p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Metacognition +7 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) Explicit teaching of metacognitive and self regulatory strategies encourage pupils to practise and use these skills more. Emotional regulation interventions are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	
RISE and targeted intervention	<p>Metacognition +7 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) Explicit teaching of metacognitive and self regulatory strategies encourage pupils to practise and use these skills more. Emotional regulation interventions are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	5
Attendance resources	<p>Parental Engagement +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4

	<p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</p> <p>If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying skills.</p>	
<p>Visits out and visitors in school (trips, workshops etc)</p>	<p>Arts participation +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	6

Total budgeted cost: £86953

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.

Year 6			
	MATHS	READING	WRITING
Pupil Premium	75%	82%	64%
Non Pupil Premium	82%	82%	75%

Year 2			
	MATHS	READING	WRITING
Pupil Premium	57%	57%	29%
Non Pupil Premium	77%	73%	63%

EYFS Internal tracking data	
	GLD
Pupil Premium	100%
Non Pupil Premium	72%

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Seesaw App	SeeSaw
Times Tables Rock Stars/Nums Bot	Maths Circle
Spelling Shed Literacy Shed Maths Shed	Ed Shed
Sounds Write	Sounds Write
White Rose	White Rose
Grammarsaurus	Grammarsaurus
Purple Mash	Purple Mash
PSHE	PSHEassociation.com
Geographical Association	geographicalassociation.com
Historical Association	historicalassociation.com
PE Association	AFPE
1 Decision (PSHE)	1 Decision
Letter Join	Letter Join
Natre (RE)	Natre
Twinkl	Twinkl
Spag.com	Spag.com
Dyslexia Gold	dyslexiagold.co.uk
The Key	The Key

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.