



# Pupil Premium Strategy Statement

This statement details Nine Mile Ride Primary School's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	25.10.24
Date on which it will be reviewed	Mr H Whitaker
Statement authorised by	Mrs C Demblon & Mrs H Parker
Pupil Premium Lead	Dr. Daisy Powell
Advisor/ Trustee Lead	372

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,010.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,010.00

## Part A: Pupil Premium Strategy Plan

At Nine Mile Ride Primary School we take pride in developing outstanding young people, regardless of their background and the challenges they may face, by having the highest expectations of all our students and knowing each child well. We challenge our students to strive for academic, creative, emotional, sporting and personal success within a broad, vibrant and enriched curriculum.

Our vision is for all students to leave Nine Mile Ride as independent learners with the knowledge, concepts, skills and attitudes to prepare them for the next stages in their education and to contribute positively to society.

Our values of being respectful, resilient, resourceful and reflective enable students to develop a personal ethic and a moral attitude that positively affects their behaviour and equips them with the skills needed for successful lives both now and in the future.

Our pupil premium strategy is designed to support the most vulnerable pupils within our community. We aim to achieve this through high quality teaching, targeted support as well as wider strategies which are rooted in robust diagnostic assessment. Staff invest time in building positive relationships, to become experts in our pupils, so that they have an awareness of individual contexts and the unique disadvantages our pupils face.

We follow evidence-based research ([EEF](#)) and as a result, our key principles of this strategy are to ensure that:

- Quality first teaching and learning opportunities meet the needs of all of our pupils.
- Appropriate targeted provision is made for pupils who belong to vulnerable groups, so that identified needs are adequately assessed and addressed.
- There is a recognition that not all pupils who are disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Staffing structures will be agile to meet the needs of individuals and cohorts.

1. High Quality Teaching



2. Targeted Intervention

3. Wider Strategies

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data indicates that attendance and punctuality of our disadvantaged pupils is lower than the non-disadvantaged pupils. Attendance is 8.2% lower and lateness is 3.8% lower. In addition to this overall data, we have two disadvantaged children have attendance so far this academic year with attendance less than 90%.</p> <p>During this academic year (since September 2024), 13.3% (2 families) of our disadvantaged pupils have been persistently late, meaning that children are missing out on average 1.5 hours of learning time per week.</p>
2	<p>Assessment indicates that disadvantaged children are performing significantly lower in their reading attainment. At our last assessment point (summer 2024), 33.3% of disadvantaged children were not achieving the expected level in reading, compared to 23.25% of non-disadvantaged children. Evidence shows categorically that reading ability has a significant impact on future potential of pupils and therefore, this needs to have a high propriety in our strategy.</p>
3	<p>Our assessment figures show that disadvantaged pupils are also working at a lower level in their writing ability compared to their peers. Our most recent assessment shows that 52.38% of disadvantaged pupils are not working at the expected age-related levels in writing, compared with 38.85% of their peers.</p>
4	<p>Our Thrive assessments, observations and discussions with families indicate that there are ongoing social and emotional issues for many disadvantaged children. This includes an increase in the number of pupils with mental health and wellbeing concerns.</p>
5	<p>In some cases, disadvantaged pupils lack regular learning routines at home, including reading with an adult, completing homework, practicing spelling and times tables. In some cases, disadvantaged pupils do not have adequate equipment to complete home learning, or to bring into school.</p>

## 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
Attendance for disadvantaged pupils in line with attendance for non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Regular monitoring of attendance and lateness is completed by attendance officer</li> <li>- Families contacted where appropriate to offer support in school attendance and lateness</li> <li>- Regular conversations between Attendance Officer and headteacher to discuss potential support plans for persistent absentees</li> <li>- Termly meetings with EWO to discuss persistent absentees and lateness</li> </ul>
Improved attainment in English among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- KS2 outcomes in reading and writing in 2023/4 is above the national average for disadvantaged.</li> <li>- Diagnostic assessment clearly identifies gaps in learning (QLA documents) and targeted interventions are delivered as appropriate (using PLCs).</li> <li>- Every child will access and experience success in their learning</li> <li>- Evidence of the EEF's '5-a-Day' pedagogy is seen within lessons</li> <li>- All children make at least appropriate progress based on prior attainment data with an expectation that 20% of disadvantaged children make better than expected progress</li> <li>- Moderation and assessment are robust, reliable and accurate</li> <li>- Support and evidence-based interventions in place for all identified pupils using PLCs to target support</li> </ul>
Disadvantaged pupils are equipped and empowered to thrive in the 21 <sup>st</sup> century	<ul style="list-style-type: none"> <li>- All children feel safe and happy to come to school and attendance is at least 98%</li> <li>- Disadvantaged children can enrich their learning through trips, visitors and virtual opportunities along with their peers</li> <li>- Mental wellbeing, growth mindset &amp; character education are promoted</li> <li>- Pupils take ownership of &amp; responsibility for their learning (metacognition)</li> <li>- Pupils are curious, communicate well and rise to challenges</li> <li>- All children understand the potential dangers of the real and virtual world and have strategies to manage risk</li> <li>- Opportunities for pupils to participate in outdoor learning sessions.</li> </ul>

<p>Opportunities are created for everyone, particularly our disadvantaged pupils, to shine and feel valued.</p>	<ul style="list-style-type: none"> <li>- 100% of disadvantaged children are given the opportunity to represent the school in the wider community</li> <li>- Berkshire Youth and Young Carers providing support opportunities for pupils</li> </ul>
	<ul style="list-style-type: none"> <li>- Thrive assessments indicate an improvement in children's emotional wellbeing</li> <li>- Pupil voice indicates that disadvantaged pupils are happy and feel valued within our school community</li> <li>- Nurture assistants provide ad hoc support and lunch-time drop-in sessions to those children who need it.</li> </ul>

## 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.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PiXL methodology of diagnosis, therapy, testing being used across Years 1-6</p>	<p>PiXL supports the tiered approach (EEF) relating to targeted interventions through methodology of diagnosis, therapy, testing and retesting (DTTR). The Sutton Trust found that, '<i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</i>'</p> <p>Pupils need a sound understanding of number to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states automatic retrieval of maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them)</p>	<p>2,3</p>
<p>Writing strategy has been implemented to focus on the process of writing as well as writing for purpose. This will continue to be embedded in 2023-4.</p>	<p>EEF guidance to improve writing in EY, KS1 and KS2 all indicate that purpose for writing is key. Children will be given opportunities to write for a clear purpose and audience when completing written pieces, to give them higher motivation to write.</p> <p>The Writing for Pleasure guidance (Young and Ferguson, 2021) states that there is a strong cognitive and motivational case for letting children generate their own writing ideas within the parameters of a class writing project, They can write content held in their long-term memory and they are motivated to produce their best writing.</p>	<p>3</p>
<p>Review of reading strategy</p>	<p>DfE Reading Framework (July 2023) reports on the importance of clear reading strategy and development of language and vocabulary from the earliest stages of a child's education. It also discusses the importance of reading aloud to children from a wide range of literature and non-fiction texts.</p>	<p>2</p>

	GR-EEF validated research shows guided out loud reading has beneficial impact on fluency, prosody and comprehension skills. Children will then be given opportunities to develop their own fluency using paired, echo or other reading strategies.	
Maximising the quality of teaching through the effective development and deployment of teachers and teaching assistants	<p>Teacher employs and embed the '5 a Day Teaching' Principle (EEF)</p> <p>Supporting teacher development through a CPD approach based upon the EEF summary of Effective Professional Development</p> <p>EEF's Making Best Use of Teaching Assistants guidance report presents the best available evidence regarding the deployment and development of teaching assistants. The report makes seven evidence-based recommendations to help schools maximise the impact of teaching assistants.</p> <p>Providing a curriculum that is based upon research on how children learn. This includes robust sequencing and progression. <a href="#">Click here to access.</a></p>	2,3,4,5
Accelerated reader is introduced to promote reading and track progress for children in year 2 upwards to develop a culture of reading	Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well, read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum	2
Resilience and perseverance are developed through Growth Mindset	It is based on research (Carol Dweck-Theory of Motivation) that shows that pupils who have a growth mindset – the belief that intelligence is malleable – try harder, persist for longer, seek out feedback and set themselves more challenging goals.	4,5
Drama and arts-based workshops throughout the academic year to promote creating thinking and develop self-esteem	Findings from the Cultural Learning Alliance report – Imagine Nation, states: Cultural learning focuses children's intellectual, emotional, moral and physical engagement with the world. Through cultural learning young people learn to co-operate with each other, to work towards a common goal, and celebrate collective achievement. The process nurtures individual talent and encourages independence, teamwork and leadership. Through it, children are able to test their skills and gain confidence and self-knowledge through the challenges of performance or self-expression. They learn to think and to question.	4,5

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

Budgeted cost: £3085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of PiXL methodology for laser sharp interventions, delivered by high quality teachers and teaching staff	<p>EEF research proves that targeted intervention can have a positive impact of at least <a href="#">three months</a></p> <p>PiXL methodology of diagnosis, therapy, testing and retesting follows this approach</p>	2, 3
1:1 targeted work supported by SALT (Speech and Language Therapist)	<p>School-based universal/targeted and specialist provision based upon the research pulled together by <a href="#">Elklan</a></p> <p>'What Works': Interventions for children and young people with speech, language and communication needs-Research Report DFE RR247-BCRP10</p>	2
Teaching of metacognition strategies	<p>EEF guidance states that Metacognition has the most impact for improving pupil's attainment.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> <li>• cognition - the mental process involved in knowing, understanding, and learning;</li> <li>• metacognition - often defined as 'learning to learn'; and</li> <li>• motivation - willingness to engage our metacognitive and cognitive skills</li> </ul> <p>5 a Day Principle (EEF) includes metacognition strategies as part of everyday teaching and learning.</p>	2, 3



<p>Thrive Approach Targeted, measured, early intervention that supports social &amp; emotional well-being in children Lunchtime Nurture sessions and post box system Playground Friends</p>	<p>Schools that have adopted Thrive are achieving nearly double the UK average in performance improvement results (Fronting the Challenge Projects 2015)</p>	<p>4</p>
<p>Catch Up literacy programme- a structured one-to-one literacy intervention</p>	<p>1:1 intervention with qualified member of staff (Education Endowment Fund Toolkit) Small group interventions with trained staff have been shown to be effective (EEF Toolkit)</p>	<p>2 , 3, 5</p>
<p>Further embed Little Wandle Letters and Sounds Revised SSP within KS1, and Keep Up Package within KS2 for those who did not pass the PSC in KS1</p>	<p>Small group interventions with trained staff have been shown to be effective (EEF Toolkit)</p> <p>Phonics EEF toolkit can be accessed <a href="#">here</a>. By ensuring high-quality phonics teaching schools can improve literacy levels to:</p> <ul style="list-style-type: none"> <li>• give all children a solid base upon which to build as they progress through school</li> <li>• help children to develop the habit of reading widely and often, for both pleasure and information (based upon research referred to in <a href="#">The Reading framework</a>)</li> </ul>	<p>2</p>

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Colour coded system for attendance on end of term reports</p> <p>Calls home to parents if parent consultation evenings are not booked or are unattended</p>	<p>Parental involvement is consistently associated with pupils' success at school. Two recent meta-analyses from the USA suggest that increasing parental involvement in primary schools has on average 2-3 months positive impact (EEF Toolkit). Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issue.</p>	<p>1</p>
<p>Giving disadvantaged children opportunities to participate in extra-curricular activities</p>	<p>Primary schools that offer enrichment opportunities and tutoring, can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.</p>	<p>4, 5</p>

**Total budgeted cost:** £38,010.00

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

#### **1. Improved attainment in English and Maths among disadvantaged pupils.**

In July 2024, teacher assessment showed that in reading, 66.7% of disadvantaged pupils met the expected standard or above compared to 76.8% of non-disadvantaged pupils. In writing these figures were 47.6% of disadvantaged compared to 61.2% of non-disadvantaged pupils meeting expected standard or above, and in maths the figures were 71.4% compared to 73.9%. This shows that there is still a disparity in attainment between disadvantaged and non-disadvantaged pupils.

School based tuition was put in place for all disadvantaged pupils regardless of teacher assessment using the EEF tiered approach. A dedicated tutor carried out additional 1:1 or small group sessions for these identified pupils.

Little Wandle Letters and Sounds Revised SSP was embedded within KS1, as well as additional phonics support for those children in KS2 who did not pass the PSC in KS1.

PiXL package was in place to address the gaps in pupil's learning in both English and Maths using the methodology of diagnosis, therapy, testing and retesting.

#### **2. To improve speech and language skills and vocabulary among disadvantaged pupils**

A need to support Speech, Language and Communication Needs (SLCN) was identified at the start of the academic year 2022-2023. This correlated with the national picture and report published by the Education Endowment Fund (EEF-April 2021) that provides growing evidence that the past lockdowns have had an impact on young children's language skills. The report stated that: 'Data from 50,000 students have shown an increased number of four- and five-year-olds needing help with language. Evidence shows poor speech development can have long-term effects on learning.'

All pupils in Foundation Stage were screened using the Speech & Language Link package as well as identified pupils in both Key Stages 1 and 2. As a result, pupils received intervention from one of our Elklan trained teaching assistants. Rescreening a few months later showed that pupil scores had improved and there was no longer a need for intervention with the majority of pupils.

#### **3. Disadvantaged pupils are equipped and empowered to thrive in the 21<sup>st</sup> century**

The Character Faculty recognised how schools have an important part to play in helping children become successful, well-rounded people as schools have a statutory duty to promote children's spiritual, moral, social, and cultural development, and prepare them for the opportunities, responsibilities, and experiences of later life.

Each term there is a focus on one of the school values 'respect, resilience, reflect' through assemblies and classroom learning.

#### **SMSC/ British Values**

We continued to ensure that there were daily times for reflection, through prepared assemblies, picture news and have reinforced that they are an important part of our school day, giving space to reflect on wider themes & the part we play in our global community. Celebration sharing assemblies continued to take place on a Friday morning.

We believe that the British values are important to a strong society. We need to help children to understand how things work and how to challenge and change for the better.

Events and celebrations that took place during the school year and included all pupils were as follows: -

Harvest, Remembrance Day, Black History Month, Lunar New Year, Children's Mental Health Week, Safer Internet Day, Shrove Tuesday, Red Nose Day, Easter, Ramadan, Eid-Al-Fitr, Mother's Day, Walk to School Week, Sport's Day, Father's Day, and the King's coronation.

#### **4. Opportunities are created for everyone, particularly our disadvantaged pupils, to shine and feel valued.**

All pupils were offered the opportunity to engage in enrichment activities. Pupils participated in a variety of extra-curricular activities ranging from music and drama to sport. Our disadvantaged pupils took part in the following clubs: - Multi-Sports, Football, Tennis, Dance, Netball, Martial Arts, Cricket and Basketball. We are proud to be an inclusive school for competitions. Our pupils were selected for various matches and events including Cycling, Athletics, Cricket, Boccia and Indoor Curling.

All pupils participated in swimming lessons at a local pool as part of our curriculum. School supports disadvantaged pupils with this activity to ensure they are fully included.

All year 6 pupils have the opportunity to spend a week's residential at Osmington Bay in Dorset. Requests can be made for support for this school journey.

Disadvantaged pupils had support for trips. Excursions took place to Harry Potter Studios, Windsor Castle, Hampton Court, Legoland. Children participated in several workshops including the Tudor workshop, Fairy tale workshop, Egyptian workshop and FBC athletics workshops in KS2. In addition to this, there were Drama workshops taking place for children in all year groups throughout the year.

Pupils had the opportunity to take part in the school choir and represented NMR at WASMA at The Hexagon Theatre in Reading. Disadvantaged pupils are supported to play a musical instrument and through Berkshire Maestros.

## Externally provided programmes

Programme	Provider
PrimaryWise	PiXL
Little Wandle Letters & Sounds Phonics	Little Wandle Hub
Accelerated Reader	Renaissance
Spelling Shed	EdShed
MyMaths	MyMaths
White Rose Premium	White Rose Maths Hub
Speech and Language Link	SpeechLink Multimedia Ltd
Thrive	Thrive Approach

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>