

Pupil premium strategy statement

2022 -2025 Middlemarch School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview 23-24

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022 Updated in September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs G.M.Mawdsley
Pupil premium lead	Caroline Allen
Governor / Trustee lead	Sarah Vega Flores

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,940
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
LAC/Post LAC and service children funding	£13,860
Total budget for this academic year	£112,800

Part A: Pupil premium strategy plan

Statement of intent

22-23

Irrespective of background or the challenges they face, our intention is that all pupils, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including further progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is intended to support pupils needs, as well as further needs pupils may have such as SEND and EAL.

First-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Support the mental health and well-being of disadvantaged pupils through the use of SEMH interventions

23-24 additions

The appointment of a new pastoral lead from September 2023 will further support families and staff in ensuring improved outcomes as detailed above. Working across school to implement the recommendations of the RADY project (2022-23) during the next academic year will ensure that disadvantaged pupils are a priority in all aspects of school life and that all staff recognise their responsibility in improving outcomes for these pupils. Training as THRIVE practitioner for the pastoral lead to further support

SEMH barriers for disadvantaged pupils.

RADY Pledge

Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

- An *uplift*¹ will be applied for all disadvantaged youngsters at the start of the phase of education so that, if all children reach their increased target, attainment will be *equalised*² by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity
- RADY will form the *Golden Thread*³ through the existing school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture
- RADY will permeate through our approach to teaching and learning to ensure that we have an equitable model to give more support, guidance, and challenge to our disadvantaged youngsters in all lessons
- We will work to achieve *proportional representation*⁴ for disadvantaged youngsters in all aspects of school life by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life

Continued engagement with CSAWS in the monitoring of absenteeism and punctuality will allow for barriers to be addressed and parents to be made aware of the importance of good school attendance. New attendance initiatives and the appointment of a LA school champion will give school further support in developing awareness of the importance of school attendance throughout the school community.

Attendance – unauthorised absence no more than 1.5% with a gap between disadvantaged and non-disadvantaged no more than 0.5%

Persistent absenteeism: 23/24 Close the gap to 1.5%

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading comprehension than their peers. This negatively impacts their development and accessing the wider curriculum. On entry to Year 3 , in 2022 and in previous years, K.S 1 data shows that 68% disadvantaged pupils arrive below age related expectations compared to 13% of other pupils.(current Year 6 data) (current Year 3 data) 77% disadvantaged pupils arrive below age related expectations compared to 25% of other pupils On entry in 2023 K.S.1 results indicate 50% of our disadvantaged pupils arrive below age related expectations compared to 30% of other pupils.
3	In September 2022 our assessments, observations and discussions with staff indicated that the education and wellbeing of many of our disadvantaged pupils was negatively affected by the impact of partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and staff continue to identify social and emotional issues for many pupils, notably due a lack of enrichment opportunities. and poorer opportunities for wider life experiences. These challenges particularly affect disadvantaged pupils, including their attainment. Requests for support remain high with Nurture and Thrive having 32 pupils (attending in different groups), 66% of whom are disadvantaged receiving these interventions. Teacher referrals for support remain high.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils. 21% of disadvantaged pupils have been 'persistently absent' compared to 18.4% of their peers in 22/23 Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress for 20% of these pupils.

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 vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved vocabulary exposure in lessons and used among disadvantaged pupils in their writing. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading comprehension skills leading to increased attainment among disadvantaged pupils.	22/23 58% of disadvantaged pupils to achieve expected standard. Achieved by 43% of disadvantaged pupils in Year 6 cohort. Static pupils since year 3- 38, 13 disadvantaged- 54% of these pupils achieved EXS. 23/24 50% of disadvantaged pupils to achieve expected standard.
Improved times table recall leading to increased Maths attainment at the end of all year, including in Year 4 times table assessments.	KS2 maths outcomes in 2022/23 show that 53% of disadvantaged pupils met the expected standard. 23/24 50% of disadvantaged pupils met the expected standard. Times tables assessments show : 22/23 40% achieve between 20-25 marks 22-23 results show 44% of static disadvantaged pupils since Year 3 achieved 20-25 23/24 50% achieve between 20-25 marks
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increase in attendance by 22/23 demonstrated by: • the overall unauthorised absence rate for all pupils being reduced due to leave of absences taken and the

	attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from 4.3% as in 21/22. the percentage of all pupils who are persistently absent being below 13% each half-term and the figure among disadvantaged pupils being no more than 10% lower than their peers.
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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: £ 39,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive CPD	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) School to move towards THRIVE activities being used in whole class curriculum lessons	4
Subject leader release time for Maths and Literacy leads – coaching and mentoring opportunities		1,2,3
SEND training to support teaching those pupils with additional barrier of SEND	Ensure all pupils can access the best possible teaching. Build a holistic understanding of pupil's needs. High quality structured, targeted interventions implemented as promoted by training.	1,2,3
EAL training to	It is the proficiency in the English	1,2,3

support teaching those pupils with additional barrier of EAL	language that is the major factor influencing the degree of support the pupils will need and schools need to be able to assess this Identify further barriers to learning – P.P/SEND/Summer born	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching those pupils across school whose phonics is not yet secure.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time (for Maths lead and Year 3 teacher) to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): Continued development of provision of outdoor learning groups/Lego therapy/Cooking groups and therapy/Forest school/THRIVE/Nurture and ensure that sufficient members of staff have adequate training to ensure sufficiency and sustainability in the case of absences/staff leaving	4

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

Budgeted cost: £ 46,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training delivered to achieve high quality phonics teaching	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Training delivered to ensure consistency and high quality delivery of new reading comprehension resources and scheme	Reading outcomes in 22/23 show that 58% of disadvantaged pupils in Year 6 currently, did not meet the expected standard at K.S.1 or have no K.S.1 results Current Year 3 data shows 77% of disadvantaged pupils did not meet the expected standard at K.S.1	1,2
Engagement with Maths hub – primarily for subject leader and Year 3 class teacher with cover provided to attend training, engage in Maths walks and coach other staff members		3
Coaching and mentoring provided by subject leads to ensure high quality first teaching is evidenced across school	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2,3
Effective intervention groups taking place in all year groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: £ 20,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to support attendance lead in improving attendance	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,5
Continued engagement with attendance service CSAWs	As above The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,5
Release time for attendance lead	As above	1,2,3,5
Fund to support disadvantaged pupils to access wider opportunities to enhance life experiences: instrumental lessons, trips, visits, workshops and residential trips	Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. There is a wider evidence base that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience. Research draws on the importance of a sense of belonging - our breakfast club starts the day in a welcoming, nurturing way, which adds to a pupil's sense of belonging to the Middlemarch family.	1,2,3,4,5,

Opportunities for pupils to access play therapy	A positive relationship between play and early learning outcomes has been identified. Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.	1,2,3,4
Breakfast club	The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. 23/24 – currently between 15 and 20 P.P pupil attend breakfast daily.	4,5

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Service pupil premium funding (optional)

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

Further information (optional)