

# Pupil premium strategy statement 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 2022 -2023

| Detail                                                                                                          | Data                 |
|-----------------------------------------------------------------------------------------------------------------|----------------------|
| Number of pupils in school                                                                                      | 191                  |
| Proportion (%) of pupil premium eligible pupils                                                                 | (75 pupils) 39%      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2025            |
| Date this statement was published                                                                               | <b>November 2022</b> |
| Date on which it will be reviewed                                                                               | <b>November 2023</b> |
| Statement authorised by                                                                                         | Mrs G.M.Mawdsley     |
| Pupil premium lead                                                                                              | Caroline Allen       |
| Governor / Trustee lead                                                                                         | Kim Holland          |

## Funding overview

| Detail                                                                                                                                                                                                                                                                                                                                              | Amount          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Pupil premium funding allocation this academic year                                                                                                                                                                                                                                                                                                 | £95,100         |
| Recovery premium funding allocation this academic year                                                                                                                                                                                                                                                                                              | £101,921        |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><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> | £0              |
| <b>Total budget for this academic year</b>                                                                                                                                                                                                                                                                                                          | <b>£106,021</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

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 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 also intended to support pupils needs, as well as further needs pupils may have - SEND /EAL.

High-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

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                        |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |

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|   | disadvantaged pupils than their peers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2 | <p>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.</p> <p>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)</p> <p>(current Year 3 data) 77% disadvantaged pupils arrive below age related expectations compared to 25% of other pupils</p>                 |
| 3 | <p>Our assessments, observations and discussions with staff indicate 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.</p>                                                                                                     |
| 4 | <p>Our assessments (including wellbeing survey), observations and discussions with pupils and staff have identified 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.</p> <p>Requests for support remain high with Nurture and Thrive having 32 pupils (attending in different groups), 66% of whom are disadvantaged receiving these interventions.</p> <p>Teacher referrals for support remain relatively high.</p> |
| 5 | <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress for 20% of these pupils.</p>                                                                                                                                                                                                                                                                                                 |
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## 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 |

|                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                                                                                        | sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.                                                                                                                                                                                                                                                                                                                                                                          |
| Improved reading comprehension skills leading to increased attainment among disadvantaged pupils.                                      | <p>22/23<br/>58% of disadvantaged pupils to achieve expected standard</p> <p>23/24<br/>53% of disadvantaged pupils to achieve expected standard</p>                                                                                                                                                                                                                                                                                                                            |
| Improved times table recall leading to increased Maths attainment at the end of all year, including in Year 4 times table assessments. | <p>KS2 maths outcomes in 2022/23 show that 53% of disadvantaged pupils met the expected standard.</p> <p>23/24 50% of disadvantaged pupils met the expected standard.</p> <p>Times tables assessments show :</p> <p>22/23 40% achieve between 20-25 marks</p> <p>23/24 50% achieve between 20-25 marks</p>                                                                                                                                                                     |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.                         | <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>                                                                                                                                        |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                      | <p>Increase in attendance by 22/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than , and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</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.

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

Budgeted cost: £ 39,640

| Activity                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Thrive CPD                                                                                                    | <p>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):</p> <p>School to move towards THRIVE activities being used in whole class curriculum lessons</p> | 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 implements as promoted by training.                                                                                                                                  | 1,2,3                         |
| EAL training to support teaching those pupils with additional barrier of EAL                                  | <p>It is the proficiency in the English language that is the major factor influencing the degree of support the pupils will need and schools need to be able to assess this</p> <p>Identify further barriers to learning – P.P/SEND/Summer born</p>                                                                            | 1,2,3                         |
| Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for                                                                                                                                                       | 2                             |

|                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
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| teaching those pupils across school whose phonics is not yet secure.                                                                                                                                                                                                                                        | disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                |   |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>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:<br><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br><br>The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a>                                                                                                                   | 3 |
| Improve the quality of social and emotional (SEL) learning.<br><br>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):<br><br>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 approaches have a strong evidence base indicating a positive | 1,2                           |

|                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                        |       |
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| phonics teaching                                                                                                                                                              | <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                                                                      |       |
| Training delivered to ensure consistency and high quality delivery of new reading comprehension resources and scheme                                                          | <p>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</p> <p>Current Year 3 data shows 77% of disadvantaged pupils did not meet the expected standard at K.S.1</p>                                                                                                              | 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                                                             | <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>                                                                                                                                   | 2,3   |
| Effective intervention groups taking place in all year groups                                                                                                                 | <p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 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 |
|----------|--------------------------------------|-------------------------------|
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| CPD to support attendance lead in improving attendance                                                                                                               | <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 1,2,3,5    |
| Continued engagement with attendance service CSAWs                                                                                                                   | <p>As above</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>                                                                                                                                                                                                                                                                              | 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 | <p>Arts participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>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.</p>                                                                         | 1,2,3,4,5, |
| Opportunities for pupils to access play therapy                                                                                                                      | <p>A positive relationship between play and early learning outcomes has been identified.</p> <p>Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</p>                                                                                                                                                                                              | 1,2,3,4    |
| Breakfast club                                                                                                                                                       | <p>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.</p>                                                                                                                                                                  | 4,5        |

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|  | Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. |  |
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**Total budgeted cost: £ 106,809**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Evaluation for 21/22 can be found on previous plan.*

#### **Evaluation for 22/23**

Data for all disadvantaged pupils at end of KS2 2023 shows 43% reading and 52% Maths attaining EXS. However further analysis shows 38 pupils in this cohort static since Year 3 of whom 13 are disadvantaged. 54% of these pupils achieved EXS in both Reading and Maths.

Improved subject leadership for subject leaders - development of coaching across the school lead to improved teaching and learning and outcomes for disadvantaged pupils.

Maths hub origin training for Maths specialist and Year 3 teacher in its readiness year has enabled key staff to consider a Maths vision and audit Maths teaching across the school in order to develop Mastery Maths in Year 3 and 5 initially.

SEND training has led to staff having a better understanding of those with complex needs who are also disadvantaged, leading to better outcomes and progress being made across the school.

Increased mobility has led to a changing school cohort with increasing numbers of pupils with high EAL needs. Training through ECT project and specialist teaching assistant and use of language profiles has led to these pupils making excellent progress across a number of years. ( KS2 data shows 69% in Reading and 61% in Maths achieving EXS)

Reading comprehension scheme introduced following consortia collaboration and piloted in Year 6 before being rolled out to other year groups year 6 data shows an increase of 10% in reading for disadvantaged pupils.

Purchasing of a new phonics scheme in conjunction with targeted intervention groups and CPD in this area has led to accelerated progress made by Year 3 and 4 pupils for whom phonics are not secure on transfer from previous school.

Improved vocabulary can be seen in disadvantaged pupil's books through use of magpie books used regularly across the school.

Times Table data does not reflect improvement due to ever changing cohort. However of 25 static pupils since Year 3, 11 achieved 20-25 marks = 44%. Plans for 23-24 included further development of mastery with Maths hub support and additional timetabling for Maths to focus on arithmetic in upper school and time stables in lower

school.

School interventions and external support for social and emotional learning through MHST/ therapist and THRIVE/ Forest school/ lego-therapy/ cooking groups and nurture have shown improved social and emotional outcomes for 55% of our disadvantaged pupils.

Pupil surveys/ after school clubs proportional representation: Disadvantaged pupils attend fewer after school clubs and residential trips however are equally represented in instrumental lessons as well as school council groups.

Persistent absenteeism in 22/23 disadvantaged at 21% with non-disadvantaged at 18.4% Gap of 2.6%.

Breakfast club continues to support between 20 and 25 disadvantaged pupils.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Service pupil premium was received for 2 pupils in the academic year 22-23 to support pupils in SEMH interventions such as nurture, forest school as well as for academic interventions of catch up groups for both pupils.

### **The impact of that spending on service pupil premium eligible pupils**

Both pupils achieved the expected standard in Year 6 and at the end of Year 5 in all areas of the curriculum.

## 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.*