

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Penkridge Middle School
Number of pupils in school	461
Proportion (%) of pupil premium eligible pupils	18% (84 / 463)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 <i>The aims cover 3 years but we have focused on funding overview for one)</i>
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 for 2022/2023 funding overview
Statement authorised by	Natalie Frost, Headteacher
Pupil premium lead	Richard Cole
Governor / Trustee lead	Kevin Maycock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,360
Recovery premium funding allocation this academic year (£145per child)	£11,600
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	£101,960

Part A: Pupil premium strategy plan

Statement of intent

Overarching intention

Our intention is that Pupil Premium funding is used by Penkridge Middle School to address any underlying inequalities between children by ensuring that funding reaches the pupils who need it most. Our aim is for all pupils, irrespective of their background or the challenges they face achieve in line with their peers in all areas. The focus of our strategy is to support disadvantaged learners to achieve this goal, including progress for those who already high attainers.

What are your objectives for your disadvantaged pupils?

- ***For all disadvantaged pupils in school to exceed national expected progress rates in order to reach age related expectation***
- ***To bring attainment in line with non-pp students over the next three years.***
- ***To increase attendance in line with non-pp students through continued close monitoring and action in relation to overall attendance.***
- ***To raise the expectations and aspirations of both these pupils and their families***

Approach

Our approach when making decisions about using Pupil Premium funding considers the context of the school and the subsequent challenges faced alongside research conducted by the EEF. The Pupil Premium funding will be used to provide additional educational support to improve the progress and raise the standard of achievement for these pupils by focusing on quality first teaching. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Common barriers to learning for our disadvantaged children can be: less support at home, weak communication skills, lack of confidence, more frequent behaviour difficulties and attendance & punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We adopt a whole school team approach to ensure all staff know the children they teach, so that they are fully aware of their strengths and weaknesses.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups
- We recognise that not all pupils who receive free school meals will be socially disadvantaged, low ability or SEND.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions suggest some pupils are unable to read fluently and their weaker communication skills make decoding information a challenge. This limits their ability to fully access the curriculum.
2	On entry to Y5 the last year 76% of our disadvantaged pupils arrive below age-related expectations compared to 38% of other pupils in reading. On entry to Y5 the last year 83% of our disadvantaged pupils arrive below age-related expectations compared to 40% of other pupils in maths. (Entry GL Data)
3	Our behaviour data over the last year indicates that behaviour among pupil premium pupils has been 97% positive compared with 99% positive for non-pp students in the 2020-21 academic year.
4	Our attendance data over 2020-21 indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. PP 90.93% v Non-PP 96.33% 2020-21 academic year. PP 93.96% V Non-PP 96.62% Post-March 2021 lockdown.
5	Our assessments (including PP student voice survey), observations and discussions with pupils and families have identified a lack of cultural capital and these challenges particularly affect disadvantaged pupils, including their personal development and attainment.

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 attainment in reading at the end of KS2.	Attainment of PP students is in line with their peers.
Improved attainment in writing at the end of KS2.	Attainment of PP students is in line with their peers.
Improved attainment in maths at the end of KS2.	Attainment of PP students is in line with their peers.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">Improving the overall absence rate for all pupils, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £30,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide staff with access to training to incorporate 'Talk for Writing' into their teaching effectively.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Applying Talk for Writing in Maths evidence: https://www.talk4writing.com/wp-content/uploads/2019/03/Maths-boxing-up.pdf</p> <p>EEF Toolkit – Reading comprehension +6 months impact EEF Toolkit – Oral language interventions +6 months impact</p>	<p>1 & 2</p>
<p>Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups.</p>	<p>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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>2</p>

<p>Calendared time for staff development.</p>	<p>High quality staff CPD is essential to follow EEF principles and deliver quality first teaching.</p> <p>Following the work of John Hattie which promotes the impact of collective efficacy to improve teaching, staff meetings and INSET time are used by departments to share good practice and develop their curriculum.</p> <p>In addition, we are part of the local Maths hub and maths staff are released to attend hub meetings. English and foundation staff are released to attend local middle school networking meetings to.</p> <p>Staff will focus on quality first teaching and giving first attention to pupil premium students to support them catching-up.</p>	<p>1, 2 & 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,725.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve reading across the school through embedding the Accelerated Reader resource to increase reading ages.</p>	<p>EEF Toolkit – Reading comprehension +6 months impact EEF Toolkit – Oral language interventions +6 months impact EEF Project – AR. ‘The study found that Year 7 pupils who were offered Accelerated Reader made 5 months’ additional progress’, +5 months impact.</p> <p>GL data shows that a higher percentage of Pupil Premium</p>	<p>1 & 2</p>

	students achieve a stanine below expected compared to non-PP students.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (Nessy + Dyslexia Tutor) and provide English staff with phonics training.	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
Increase staffing hours to establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF Toolkit – Small group tuition +4 months impact	1 & 2

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

Budgeted cost: £33,646.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Attendance Officer to closely monitor all PP students' attendance, build relationships with families and implement strategies where needed.	DFE 2016 – found that. “Overall absence had a statistically negative link to attainment.” The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE's Improving School Attendance advice.	4

<p>Staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects according to the behaviour interventions evidence provided by the EEF.</p> <p>EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact</p> <p>EEF Toolkit – Mentoring - +2 months impact</p> <p>Internal data showed 98% positive v 2% negative of incidents logged in the 2020-21 academic year were positive. PP incidents were 97% positive v 3% negative.</p>	<p>3</p>
<p>Provide pupils with the opportunity to attend the homework club for free and to engage with structured activities such as TTRockstars, MyON and Accelerated reader.</p>	<p>TTRockstars, MyON and Accelerated reader provide opportunities for pupils to complete regular and targeted work to improve their timetables and reading fluency.</p> <p>EEF Project – AR. ‘The study found that Year 7 pupils who were offered Accelerated Reader made 5 months’ additional progress’, +5 months impact.</p> <p>EEF – Homework +4 months impact</p> <p>EEF – Reading comprehension strategies +6 months</p>	<p>1 & 2</p>
<p>Increased parental engagement through regular contact with home.</p>	<p>Increased parental engagement through regular contact with home.</p> <p>EEF – Parental Engagement +4 months impact</p>	<p>3 & 4</p>
<p>Enhance pupils’ cultural capital by providing a breadth of experiences though the curriculum, enrichment and</p>	<p>Research by ‘A New Direction’ shows the importance of cultural and arts opportunities to support wider learning of PP students.</p> <p>EEF – Arts Participation +3 Months EEF “think enrichment education has intrinsic</p>	<p>5</p>

extra-curricular offering which allows opportunities to develop cultural development.	benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4 & 5

Total budgeted cost: £101,960

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 2020 to 2021 academic year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by delivery of live online lessons and development of our bespoke virtual learning platform.

Our assessments and observations indicated that pupil attendance, behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Aim	Outcome
There is a strong culture of reading across the school with all students accessing a range of fiction and non-fiction books, at the appropriate level, relevant to a wide range of subjects.	<ul style="list-style-type: none"> • Partially. The introduction of Accelerated reader was a significant outlay. The scheme has been set up and stocked by a dedicated member of the English Team. COVID19 has prevented students accessing the scheme and associated resources in person. Instead, students have access the only resource MYON to support building their love of reading. • <i>Accelerated reader will be a focus for 21-22.</i>
The curriculum meets the needs of all learners including disadvantaged and those with SEND.	<ul style="list-style-type: none"> • Significant changes, led by the SENDCO have taken place to the curriculum to create clear support for SEND learners this has been aided by the introduction of Provision Map. • Provision map has improved the efficiency of SEND reviews and created a culture of shared responsibility. • Focus needed to be diverted to our online offering and groups of vulnerable children were invited into school to access additional support.
All staff are using best practice to develop character, British	<ul style="list-style-type: none"> • Staff delivered weekly assemblies to year groups and weekly whole school assemblies.

<p>Values, global goals and SMSC into all aspects of school life, as is our Visible Learning Communication Strategy.</p>	<ul style="list-style-type: none"> • The PSHE scheme was brought in across the school following the Jigsaw resources. The PSHE curriculum was prioritised on the school timetable to ensure every class received a 1-hour lesson through the course of the week. • This will be retained for the 21-22 academic year and all PSHE lessons will be timetabled to be delivered by class teachers on a Friday afternoon.
<p>Identify and address students who were unable to effectively access learning due to economic and social reasons during COVID19 leading to knowledge gaps.</p>	<ul style="list-style-type: none"> • GL tests were sat to identify gaps in September. This then informed period 6 focus groups where lessons were offered to support the catch-up in core subject areas and ensure gaps were covered. • Learning by questions was invested in and introduced to support students making up ground where learning time had been lost. • Lessons were adopted to cover missed content through starter activities. • The school developed a VLE platform to support home learning and used this throughout the second lockdown to provide live lessons for every period. • Laptops and paper work packs were delivered to families who had issues accessing the VLE platform for any reason during the January lockdown. In addition, learning support staff also virtually joined lessons to support PP and SEND students in the rooms.
<p>Attendance of disadvantaged students is in line with peers.</p>	<ul style="list-style-type: none"> • Prior to lockdown our PP figures were moving line with the whole school and higher than the previous 12 months. Bringing PP attendance in line with peers will continue to be a focus of the new strategy.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	One-to-one sessions between one eligible KS2 student and the behaviour support manager to build confidence and self-esteem.
What was the impact of that spending on service pupil premium eligible pupils?	Student completed the key stage without any significant friendship issues, attended school regularly and successfully transitioned to high school.

Further information (optional)

Summer 21 GL reading data

Reading GL	Year 5		Year 6		Year 7		Year 8	
	PP %	Non PP %						
1	6%	1%	10%	4%	8%	1%	20%	1%
2	12%	6%	10%	7%	0%	9%	20%	11%
3	18%	5%	14%	11%	0%	8%	7%	15%
4	35%	26%	33%	22%	31%	16%	20%	25%
5	6%	20%	14%	10%	23%	16%	13%	13%
6	6%	21%	5%	21%	0%	20%	13%	18%
7	12%	9%	10%	16%	23%	9%	0%	9%
8	6%	10%	0%	6%	15%	17%	0%	5%
9	0%	1%	5%	2%	0%	4%	7%	3%

Summer 21 GL New Group Reader Data

NGRT	Year 5		Year 6		Year 7		Year 8	
	PP %	Non PP %						
1	0	0	11	4	8	6	13	8
2	0	0	21	8	17	1	19	4
3	27	12	0	3	0	7	0	4
4	33	20	11	12	8	11	6	5
5	13	18	11	9	17	13	25	28
6	27	17	21	29	25	21	13	19
7	0	23	11	14	17	16	6	18

8	0	8	16	16	8	18	19	10
9	0	3	0	4	0	7	0	6