

# Pupil premium strategy statement – Penkridge Middle School

This statement details our 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	501
Proportion (%) of pupil premium eligible pupils	16% (79/501)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 (Year 1) <i>The aims cover 3 years but we have focused on funding overview for one</i>
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025 for 2025-26 funding overview
Statement authorised by	Andy Grocutt, Headteacher
Pupil premium lead	Terri Grosvenor
Governor / Trustee lead	Kevin Maycock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,440.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£101,440.00

# Part A: Pupil premium strategy plan

## Statement of intent

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, make good progress and achieve high attainment across the curriculum. The focus of our strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

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. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and targeted academic support. To ensure our approach is effective, we will ensure disadvantaged pupils are challenged in the work they are set through a curriculum designed with a mastery approach where teaching and learning opportunities meet the needs of all pupils. We will also act early to intervene when pupil needs are identified through teacher analysis of both formative and summative assessment and provide targeted intervention for these pupils.

We will also consider wider strategies to support pupils' social, emotional and behavioural needs by monitoring behaviour, attendance and extra-curricular opportunities available for our disadvantaged pupils. We adopt a whole school team approach in which all staff take responsibility for disadvantaged pupils' outcome and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Curriculum development</b> From Subject reviews and EvaluateED documents, there is a need to develop a quality curriculum that is accessible for all and has clear assessment plans in

	place that provide opportunities for all pupils, including disadvantaged pupils, to demonstrate what they have learnt.
2	<b>Disciplinary Literacy</b> Our assessments, observations and discussions suggest literacy skills are underdeveloped and gaps in literacy knowledge among disadvantaged pupils are contributing to lower literacy attainment. Some are also unable to read fluently making decoding information and demonstrating their understanding a challenge.
3	<b>Raising academic outcomes</b> Our attainment data suggests that on average our disadvantaged pupils are behind year group peers in all subjects at PMS.
4	<b>Emotional and Social Support</b> PP pupils experience barriers related to emotional wellbeing, including lower self-confidence, heightened anxiety, and limited resilience. These challenges can impact their ability to regulate emotions, form positive relationships, and fully engage in learning, reducing their readiness to take risks and persevere in the face of difficulty.
5	<b>Attendance and Persistent Absence</b> Our tracking indicates that there needs to be a focus on having the same high expectations for all pupils, including disadvantaged pupils, with regards to attendance. Despite attendance being a success for our school and in comparison to disadvantaged pupils nationally, we recognise that there is a gap that we need to address internally.

## 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 curriculum to better reflect the needs of all pupils at PMS.	Long term plans in place that consider the sequencing of curriculum where concepts are consistent and prior knowledge is built upon. Links are explicitly taught, and the curriculum is relevant to the context of the school, so the needs of all pupils are met, including the needs of disadvantaged pupils.
Improved tracking that clearly demonstrate where pupils are not making progress.	Rigorous tracking in place across all subjects in order to track progress across all subjects and identify disadvantaged pupils who need targeted interventions.
Improved disciplinary literacy skills among disadvantaged pupils.	Assessments, observations and quality assurance activities indicate improved

	disciplinary literacy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	Writing outcomes (5% increase each year) show that an increased number of disadvantaged pupils meet the expected standard.
Improved attainment across the curriculum for disadvantaged pupils by the end of Year 8.	Outcomes show that more disadvantaged pupils meet the expected standard and the gap between PP and non-PP pupils is closing.
Develop and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of personal development and wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Sustained and improving good behaviour</li> <li>• Regular attendance</li> <li>• Participation in enrichment activities and opportunities</li> </ul> <p>A personal development curriculum that provides a wide range of rich opportunities to prepare students for their future as responsible citizens, willing to make a positive contribution.</p>
Reduced persistent absence within school, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by good punctuality and regular attendance by all.</p> <p>Attendance data shows PP Persistent Absence improving.</p>

## 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: £30,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Ensure high-quality teaching for all pupils ensuring consistency of expectation regardless of teacher and through retaining specialist teachers.</p> <p><i>(Subject Mastery meetings, Staff training, CPD sessions)</i></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">High-quality teaching   EEF</a></p>	<p>1, 2, 3</p>
<p>Focus on improved literacy (reading, writing and oracy opportunities) in the classroom with an emphasis on the importance of this being a thread across the curriculum.</p> <p><i>(Staff CPD, Whole School priority)</i></p>	<p>The Education Endowment Foundation (EEF) prioritizes literacy as a critical foundation for all academic learning, social mobility, and future life opportunities. Strong literacy skills are proven to narrow the disadvantage gap, enabling children to understand complex subjects, improve career prospects, and navigate daily life.</p> <p><a href="#">Literacy Crucial for achievement for disadvantaged pupils EEF</a></p>	<p>1, 2, 3</p>

<p>Enhance our curriculum planning and assessment in line with EEF guidance.</p> <p><i>(Calendared time for weekly subject mastery meetings. Teacher release time to access CPD offers including NPQs, local network meetings and Teaching for Mastery training through the Maths Hub).</i></p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>High quality staff CPD is essential to follow EEF principles and deliver quality first teaching.</p> <p>The EEF guidance supports schools in selecting external PD and designing and delivering their own PD. It also supports external providers in designing, delivering, and explaining their offering to schools.</p> <p>Allowing staff release time to engage with the National Professional Qualifications and subject specific middle school network meetings will support staff retention and provide greater consistency to pupils.</p> <p><a href="#">Effective Professional Development   EEF</a></p> <p><a href="#">National professional qualifications frameworks - GOV.UK</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	<p>1, 2, 3</p>
<p>Develop metacognitive and self-regulation skills in all pupils.</p> <p><i>(Subject Mastery meetings, Staff training, CPD sessions, PMS 'I do, We do, You do' approach)</i></p>	<p>Developing pupils to become aware of their own strengths and weaknesses and have an understanding of how they learn is an effective way of improving pupil outcomes.</p> <p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well</p>	<p>1, 2, 3, 4</p>

	<a href="#">Metacognition and Self-regulated Learning   EEF</a>	
<p>Ensure that feedback given to students is effective.</p> <p><i>(Subject Mastery meetings, Staff training, CPD sessions)</i></p>	<p>EEF- There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p>	1, 2, 3, 4

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

Budgeted cost: £37,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted interventions including 1:1 tuition and small group tuition</p> <p><i>(Weekly morning form time interventions including Pre-teach interventions provided by AHT and subject teacher and Keep-up interventions provided by subject teachers)</i></p>	<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</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   EEF</a></p>	1, 2, 3, 4
<p>Provide focused reading comprehension strategies</p> <p><i>(Small group Learning by Question lessons/</i></p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>	1, 2, 3

<i>Accelerated Reader)</i>	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. <a href="#">Reading comprehension strategies   EEF</a>	
Deliver well-evidenced teaching assistant interventions for pupils that require additional support.  <i>(Pre-teach interventions provided by teaching assistants)</i>	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:  <a href="#">Teaching Assistant Interventions   EEF</a>	1, 2, 3, 4

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

Budgeted cost: £34,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p><i>(SEL approaches will be embedded into the curriculum and supported by professional development and training for staff through an enhanced PSHE curriculum through Wellio)</i></p> <p><i>New and updated PP profiles show the pupils where this is a barrier to allow staff to understand their children in more detail.</i></p>	<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><a href="#">Social and emotional learning   EEF</a></p>	1, 2, 3, 4, 5

<p>Provide pupils with the opportunity to attend extracurricular activities including extended learning club and school trips and encourage engagement with structured activities such as TTRockstars, Spelling Shed and Accelerated reader.</p>	<p>TTRockstars, Spelling Shed and Accelerated reader provide opportunities for pupils to complete regular and targeted work to improve their timetables and reading fluency.</p> <p>EEF findings suggest disadvantaged pupils may be less likely to have access to the space, technology and conditions required for effective learning at home, so it may be better to consider homework clubs which take place in school.</p> <p><a href="#">Homework   EEF</a></p>	<p>2, 3, 4, 5</p>
<p>Support attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">Supporting attendance   EEF</a></p>	<p>4, 5</p>
<p>Support and monitor parental engagement.</p>	<p>Increased parental engagement through regular contact with home. Subscriptions to ClassCharts &amp; SchoolCloud.</p> <p><a href="#">Parental engagement   EEF</a></p>	<p>4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>1, 2, 3, 4 and 5</p>

**Total budgeted cost: £ 101,440**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The academic year 2024–25 marked the beginning of a three-year strategic plan aimed at improving outcomes for disadvantaged pupils at Penkridge Middle School. This first year has been foundational, laying the groundwork for long-term improvements in curriculum design, assessment, literacy, wellbeing, attendance and overall academic achievement.

#### **Impact after Year 1**

The impact of our work during the 2024-25 academic year has been encouraging. Long-term curriculum plans are now in place and are being adapted to include scaffolding that supports both challenge and deeper understanding. We are currently awaiting the publication of the final curriculum and assessment review, which will guide further refinements and ensure that our curriculum reflects best practice and the needs of our pupils.


Assessment systems have undergone significant development. A whole-school data tracker has been introduced, enabling staff to monitor progress across all subjects and identify pupils in need of intervention. These interventions are now being implemented not only in core subjects but also across the wider curriculum, ensuring a more comprehensive approach to support.

In terms of disciplinary literacy, our No More Marking data has highlighted that progress in writing has been made. This is further supported through our pupil voice and book looks. However, we are acutely aware that this still remains an area of development. As a result, it will be a key focus in the School Development Plan for the coming year, with dedicated staff CPD planned in order to develop this.

The reading attainment gap between disadvantaged and non-disadvantaged pupils is narrowing from Year 5 to Year 8. This trajectory suggests that our interventions are having a positive impact over time and that pupils are making accelerated progress as they move through the school.

Academic outcomes across the curriculum reflect a similar trend where the attainment gap has narrowed from Year 5 to Year 8. By Year 8, disadvantaged pupils were achieving 2% higher than their peers. These figures demonstrate that our strategy has had an impact with this cohort and that our pupils have benefited from targeted support and improved teaching practices.

The table below identifies the gaps that were present following the 2025 Year 6 SATs that we are aiming to address.

Penkridge Middle School - SATs 2025 Analysis Table EXS+										
	Maths		Reading		Writing		SPaG		Science	
	Number	%	Number	%	Number	%	Number	%	Number	%
PP EXS+ (19)	12	63.2	11	57.9	5	26.3	12	63.2	19	100.0
PP Girls EXS+ (5)	3	60.0	2	40.0	2	40.0	2	40.0	5	100.0
PP Boys EXS+ (14)	9	64.3	9	64.3	3	21.4	10	71.4	14	100.0
Non PP EXS+ (113)	90	79.6	88	77.9	79	69.9	86	76.1	101	89.4
Non PP Boys EXS+ (56)	45	80.4	40	71.4	31	55.4	39	69.6	50	89.3
Non PP Girls EXS+ (57)	45	78.9	48	84.2	48	84.2	47	82.5	51	89.5
	<b>Pupils - 132</b>		<b>Boys</b>	<b>70</b>	<b>Girls</b>	<b>62</b>	<b>PP</b>	<b>19</b>	<b>SEN</b>	<b>38</b>

Attendance, wellbeing and personal development have also seen positive developments. Participation in extracurricular activities was recorded at 66% for disadvantaged pupils, compared to 79% for their peers. Attendance figures were strong, with disadvantaged pupils achieving 95.1% attendance, compared to 96.8% for non-disadvantaged pupils. In addition to the gap closing between the two groups, the attendance data for disadvantaged pupils at Penkridge Middle school is 9.2% higher than the national average. Behaviour data showed parity, with 99% of both groups demonstrating good behaviour. These outcomes suggest that our efforts to promote inclusion and engagement are showing success.

### Next Steps

In conclusion, the first year of our Pupil Premium strategy has laid a solid foundation for sustained improvement. While there is still work to be done, particularly in the areas of disciplinary literacy, the progress made in curriculum development, assessment, reading attainment, and wellbeing is promising. As we move into Year 2, we will build on these successes, refine our approaches, and continue to ensure that every pupil at Penkridge Middle School has the opportunity to thrive.

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle
Spelling Shed	EdShed
Securing Foundations in Year 7	Maths Hub

Class Charts	TES
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