

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	486
Proportion (%) of pupil premium eligible pupils	16% (79 / 486)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 (Year 3) <i>The aims cover 3 years but we have focused on funding overview for one)</i>
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024 for 2024/2025 funding overview
Statement authorised by	Andy Grocutt, Headteacher
Pupil premium lead	Richard Cole
Governor / Trustee lead	Kevin Maycock

Funding overview

Detail	Amount 21/22	Amount 22/23	Amount 23/24
Pupil premium funding allocation this academic year	£ 90,360	£ 100,321	£97,335
Recovery premium funding allocation this academic year (£145per child)	£11,600	£11,200	£16,999
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£111,521	£114,334

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 expectations***
- ***To bring attainment in line with non-pp students***
- ***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	<p>Our assessments, observations and discussions suggest some pupils are unable to read fluently and their weaker communication skills make decoding information a challenge.</p> <p>This limits their ability to fully access the curriculum.</p>
2	<p>Our GL entry assessments suggested PP students are below non-PP students in core areas on arrival to PMS.</p> <p>On entry to Y5 in 2021 76% of our disadvantaged pupils arrive below age-related expectations compared to 38% of other pupils in reading. On entry to Y5 in 2021 last year 83% of our disadvantaged pupils arrive below age-related expectations compared to 40% of other pupils in maths. (Entry GL Data)</p>
3	<p>Our behaviour data over the last year indicates that behaviour among pupil premium pupils has been below that of Non-pp students.</p> <p>96% positive compared with 98% positive for non-pp students in the 2020-21 academic year.</p>
4	<p>Our attendance data over 2020-21 indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>PP 90.93% v Non-PP 96.33% 2020-21 academic year.</p>
5	<p>Our assessments, student voice, 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.</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
Improved attainment in PP students.	Improved attainment of PP students in reading, writing and maths.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained regular attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Developing a whole school culture that attendance matters • Improving the overall absence rate for all pupils • Reducing the number of severely absent and persistently absent pupils
Develop and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of personal development and wellbeing demonstrated by: <ul style="list-style-type: none"> • Sustained and improving good behaviour • Participation in enrichment activities and opportunities 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.
Improve communication and engagement with home and the local community.	All families will be signed up to ClassCharts. ClassCharts will become the central point of communication between home and school. 100% engagement with PP families at Progress Evenings.

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 from PP allocation: £30,588 (Y1) £50,000 (Y2) £50,079 (Y3)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure Quality First Teaching for all pupils ensuring consistency of expectation regardless of teacher and through retaining specialist teachers.</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>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1, 2 & 3</p>
<p>Work with the maths hub 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:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Evidence from EEF suggests the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<p>2</p>
<p>Calendared time for weekly curriculum development in staff teams.</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. Eng-</p>	<p>1, 2 & 3</p>

	<p>lish 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>Release staff to undertake National Professional Qualifications.</p>	<p>Allowing staff release time to engage with the suite of National Professional Qualifications will support staff retention and provide greater consistency to pupils.</p> <p>Additionally, the continuous professional development learned from these programs will further support our quality first teaching approach for every child.</p>	<p>1, 2 & 3</p>
<p>Ensure that feedback given to students is effective.</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>2</p>

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

Budgeted cost from PP allocation: £37,725.20 (Y1) £25,321 (Y2) £26,234 (Y3)

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. GL data shows that a higher percentage of Pupil Premium students achieve a stanine below expected compared to non-PP students.</p>	<p>1 & 2</p>
<p>Additional phonics, literacy and numeracy sessions for pupils who require further support.</p>	<p>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</p>	<p>1 & 2</p>

<p>Increase staffing hours to establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF Toolkit – Small group tuition +4 months impact</p>	<p>1 & 2</p>
<p>Establish access to tuition for pupils who would benefit from additional support in core areas.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF Toolkit – Small group tuition +4 months impact</p>	<p>2</p>
<p>Newly designed Progress Evenings and reports to improve intervention and parental understanding</p>	<p>Gathering feedback on how well pupils have learned a topic and communicating this is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=assessm</p>	<p>1 & 2</p>

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

Budgeted cost from PP allocation: £33,646.80 (Y1) £25,000 (Y2) £ 25,900(Y3)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Grow Pastoral teams to closely monitor all PP students' attendance and behaviour through building relationships with families and implementing support strategies where needed.</p>	<p>DFE 2016 – found that. “Overall absence had a statistically negative link to attainment.”</p> <p>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.</p>	<p>4</p>
<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 Extended Learning club for free and to engage with structured activities such as TTRockstars, MyON and</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</p>	<p>1 & 2</p>

Accelerated reader.	months	
Increased parental engagement through regular contact with home.	Increased parental engagement through regular contact with home. Subscriptions to ClassCharts & SchoolCloud. EEF – Parental Engagement +4 months impact	3 & 4
Enhance pupils' cultural capital by providing a breadth of experiences through the curriculum, enrichment and extra-curricular offering which allows opportunities to develop cultural development.	Research by 'A New Direction' shows the importance of cultural and arts opportunities to support wider learning of PP students. EEF – Arts Participation +3 Months EEF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”	5
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 (Y1) £111,521 (Y2)

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 2021 to 2023.

Attendance

Across the school Penkridge Middle School have enjoyed two years of strong whole school attendance. In the 2020/21 academic year whole school attendance was 94.6% with persistent absent at 11.3%. In 2022/23 whole school attendance was 95.18% with persistent absence at 8.02%. The improvement in attendance and reduction in persistent absence has been led by the Deputy Headteacher in charge of attendance and a drive to ensure the message 'Every Day Counts' is one which is adhered to by all stakeholders through the introduction of series of robust systems to monitor and intervene. The attendance team have built strong links with external support and worked closely with families to address any causes for concern through daily calls home and weekly monitoring meetings. The impact of which can begin to be seen in our attendance figures for Pupil Premium students where, in both year 1 and year 2 of this 3-year cycle, Pupil Premium attendance was higher than 2020/21. Attendance of Pupil Premium students for the 2021/2022 academic year recorded an overall attendance figure of 92.7%. This is 1.8% higher than PP attendance in 2020/21 (90.9%). This was followed by 91.6% for the 2022/23 academic year. Whilst this is 0.7% higher than PP attendance in 2020/21 (90.9%), it was below the 2022/23 figure and therefore attendance remains a continued focus of the school to drive it to pre-covid levels. In 2023/24 the school will focus on continuing the current attendance systems and tackling sever and persistent absence as a priority.

Personal Development & Wellbeing

Behaviour across the school continues to remain strong with Pupil Premium students recording positive points 97% of the time. The positive correlation in behaviour is recognition of the progress we are making as a school to develop a behaviour curriculum which teaches all children the how to behave for learning and prepares them well for life beyond school. In addition, we continue to develop and grow our extra-curricular offer of lunch clubs, afterschool clubs, trips and visitors to provide an increasing suite of extracurricular opportunities available to all student.

Reading

Accelerated reader results for 2021/22 show PP students improved across the program by +7 Months. Pleasingly Accelerated reader results for 202022/23 show PP students continue to improve across the program by +10 Months. To further improve, we have appointed a new Accelerated Reader lead for 2023/24; fitted a new school library which children have

weekly timetabled lessons in; appointed a school librarian to support reading and re-organised Form-Time to provide dedicated time to reading a class-reader as we continue to prioritise reading as a whole school.

Communication

As a school we have moved to a central point of communication – ClassCharts. 100% of Pupil Premium families were successfully contacted for 2021/22 and 2022/23 Progress Evenings ensuring regular dialogue is maintained with school and they are kept informed of their child’s progress across the curriculum, behaviour, attitude to learning, attendance and all opportunities related to their child’s education. This single point of communication has been well received by parents, and this has been supported by visitor feedback, parent view questionnaires and parent forum events.

Attainment

Progress is continuing to be made to improve attainment amongst Pupil Premium students in reading, writing and maths. Results are tracked on a termly basis across the first 12 months by Assistant Headteacher responsible for teaching and learning. Whilst the gap between pupil premium and non-pupil premium students is still evident and a focus area for the school. Y6 tuition, smaller class sizes, intervention groups, PP student passports, whole staff training and monitoring on quality first teaching continues to take place to support raising outcomes across the school.

In the second 12 months attainment shows a trend of decreasing gaps between Pupil Premium and non-pupil premium students in 3 of the 4-year groups in school. For Year 5 pupil premium students the average gap across the three subjects is 5% smaller when compared to the first 12 months. For Year 8 pupil premium students the average gap across the three subjects is 26% smaller when compared to the first 12 months. average gap across the three subjects. However, for Year 7 pupil premium students the average gap across the three subjects is 26% larger when compared to the first 12 months. average gap across the three subjects. Reducing this gap will be a focus of the third 12 months.

Externally provided programmes

Programme	Provider
Third Space Maths Tuition	Third Space 2021/22
Pearson Tuition	Pearson 2022/23

Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Towards Pastoral Support Manager post.
What was the impact of that spending on service pupil premium eligible pupils?	Increased self-esteem and reassurance through regular check-in sessions with the Pastoral Support Manager.

Further information (optional)