Pupil premium strategy statement- draft until validated data added December 2023

This statement details our school's use of pupil premium and school led tutoring 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	Churnet View Middle School
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	Whole school: 148 (30.83%) Year 5: 33 (28.45%) Year 6: 37 (33.64%) Year 7: 35 (29.91%) Year 8: 43 (31.39%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-2024
Date this statement was published	Draft (Reviewed)
Date on which it will be reviewed	Summer 2024
Statement authorised by	Rowena Jukes
Pupil premium lead	Rowena Jukes
Governor / Trustee lead	Mrs J Thomson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (estimated)	£181,235.00 School Led Tutoring £7,130 (Down from £12,960 in 22/23)
Recovery premium funding allocation this academic year	£0
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	23/24- £181,235.00 22/23- £180, 690.00

Part A: Pupil premium strategy plan

Statement of intent

As outlined in the school's Strategic Development Priorities, all stake holders aim to deliver a quality of education that supports our learners to achieve ambitiously high outcomes in all subject areas. As part of this, the aim is for PP learners to attain as highly as they are capable of and as highly as their non-PP peers nationally, including those pupils who are already high attainers.

The focus is on ensuring that pupils have the knowledge and skills necessary at each stage of their education to be successful and achieve their personal best. High quality teaching is at the centre of our approach. Therefore, the aim is for teacher questioning to develop learning; assessment practices to be robust, planning and teaching to be adapted suitably to meet the needs of all learners, and the teaching of reading and vocabulary needs to be good enough to support accelerated progress. High quality teaching is proven to have a high impact on attainment, and this will also benefit the non-disadvantaged pupils in school.

The curriculum will be broad and engaging, building on the existing cultural experiences of our pupils and enriching them further. This will include extra-curricular and enrichment opportunities offered. The school systems and wider strategies for positive learning behaviour and pastoral care will help motivate disadvantaged learners, enable them to contribute well to all aspects of school life and help to prepare them for life after education.

Our approach will be based on individual needs, in response to assessments which identify the challenges faced by our pupils individually. Our approach is pupil centred and is a whole-school one, where staff have high expectations and take responsibility for pupil outcomes.

Challenges

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

Challenge number	Detail of challenge
1	For a range of reasons some PP learners have gaps in skills, knowledge and understanding which hampers their ability to assimilate new concepts and develop their learning. Lack of experience of a positive reading culture at home and lack of access to quality reading materials outside of school is a significant contributing factor.
2	The attendance of some PP learners remains slightly lower than other pupils in the school which means they miss vital learning opportunities. In some cases, parents also find it difficult to engage with the school regarding attendance and academic matters which makes it more difficult to develop a co-ordinated plan for improvement.
3	Due to a range of reasons including adverse childhood experiences, toxic levels of trauma and learned helplessness, some of our PP (particularly FSM) learners find it much more difficult to meet the school expectations around behaviour for learning.

	This has resulted in significant gaps in knowledge leading to pupils falling further behind age-related expectations, especially in writing and maths
4	Our PP learners are less likely to have well developed learning skills such as self-reflection and self-regulation. This in turn can make it more difficult for them to become successful independent learners, who can struggle to form positive relationships with other learners and staff. Our analysis highlights that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.
5	Some PP learners have a very narrow experience of cultural experiences outside their own home and family. This impacts on their ability to engage in school life fully and their attainment in school.

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
PP pupils are just as successful as their non-PP peers in all aspects of school life and achieve at least in-line with their capabilities.	Attainment of PP learners is as high as non-PP. PP learners have aspirational targets and make accelerated progress to catch up with their peers. PP learners are all participating in some additional opportunities outside lessons (e.g., clubs, trips, experiences, responsibilities)
Attendance improves.	PP attendance is as high as non-PP in our school, and overall attendance of the school is better than national averages. School to aim for 96% attendance. Persistent absence rates move on a downward trend.
Parental engagement of PP parents encourages positive relationships and dialogue, and it is maintained as the pupils move through the school.	Measure of % PP parents attending events is at least proportional. Records of parent conversations shows that PP parents are regularly contacted, and in contact, with the school for a range of reasons, the majority are positive. Positive feedback from parents/carers.
PP/all learners develop excellent behaviour for learning skills and apply them in all aspects of school life.	Behaviour data shows significant improvements for PP learners and engagement with the rewards system. Data highlights that pupils are accessing additional layers of support in school to avoid the escalation of behaviour. Pupil voice and staff voice reports that pupils are meeting expectations. Monitoring highlights that routines and expectations are applied consistently throughout the school.

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: £93,190- this will reduce as AM has left as HLTA

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop competence in the use of live marking. Focus specifically on quality live marking for PP pupils and ensure that pupils engage with feedback and use it to progress further. Planning and approaches are adapted to meet individual needs of learners and support them in overcoming challenges they face. **Develop** competence in the use of adaptive classroom strategies. Focus specifically on how to support retention of knowledge and how to help pupils overcome any challenges that prevent them from achieving what they are capable of. Focus on enriching learning for everyone will support PP learners.	The EEF- 'Teacher Feedback to Improve Pupil Learning' Highlights that 'careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research. Durham University- highlight the importance of quality of instruction with elements such as effective questioning and use of assessment by teachers. The research also identifies classroom climate as a key factor and having high expectations where success is attributed to effort. Rosenshine's Principles of Instruction Rosenshine (2010, 2012) training staff and their use of the ten principles can change teacher behaviours and improve student outcomes.	1, 4
Increase teaching capacity in year 6 and eventually year 5, so that teachers can have higher quality interactions with pupils and content is effectively adapted to meet needs. *Focus specifically on reading. **Adopt and facilitate the use of** the Staffordshire EPS Programme (which is an evidence-based research intervention from the Local Authority) for targeted pupils who have Cognition and Learning and SPLD needs. This	The EEF evidence shows that reducing class size can add up to 2 months progress. It also highlights that allowing teachers to work intensively with smaller groups has a positive impact. The Early Career Framework identifies that 'pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed… Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.'	1, 3 & 4 (also linked to 2)

will allow staff to adapt the work to the appropriate level and provide opportunities for reading intervention as an integrated part of classroom provisions.		
Recruitment and retention of staff to ensure quality first provisions and support curriculum and enrichment opportunities for pupils.	The EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching in its report on High-Quality Teaching states that: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. '	All
Facilitate capacity in staffing to provide consistency and quality first provisions for pupils in lessons where there is staff absence.	In its 'Improving Behaviours' report, the EEF recommends that 'every pupil should have a supportive relationship with a member of staff'. The additional layers of support built into the school Inclusion staffing structure facilitates this and supports pupils if key members of staff are absent. It also recommends that 'Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.' By having these consistent members of staff in school, who are trained and familiar with the school's behaviour systems, consistency and coherence of school systems is enhanced for pupils. These consistencies with staffing and behaviour will lead to improved and enhanced outcomes in attainment. Consistencies in approach and positive relationships based on relational practices which are advocated by Paul Dix, 'When the Adults Change, Everything Changes' and Mark Finnis 'Restorative Practice'	1,2, 3 and 4.
Develop opportunities within the curriculum to deepen pupils' engagement and excitement for each curriculum area. Ensure that staff understand the passions and interests of all our pupils, particularly those from disadvantaged backgrounds, and provide meaningful opportunities to integrate these experiences into appropriate curriculum areas.	Interest Matters: The Importance of Promoting Interest in Education (Policy Insights: Behaviour Brain Science 2016 by Harackiewicz et al https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5839644/) Outlines how attention-getting and contexts evoking prior individual interests can enhance interest. This in turn can contribute to a more engaged, motivated learning experience for pupils. A focus on positive restorative relationships through restorative and relational practices supports this.	All
Ensure that all staff are confident in identifying Tier 2 and Tier 3 vocabulary in resources that are used in all lessons to ensure that pupils are able access and comprehend the materials available to them.	Alex Quigley's book 'Closing the Vocabulary Gap' identifies the importance of ensuring pupils have excellent vocabulary.	1, 3 & 4

Staff training: Improvement of questioning Offer more precise questioning during lessons to develop fluent technical proficiency and think deeply about the underpinning concepts, including reasoning.	The EEF's research on the attainment gap highlights that it is quality first teaching that has the most impact on closing the attainment gap between PP and non-PP pupils. As the Pupil Premium Guidance states- ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. Pupil_Premium_Guidance.pdf EEF Five- a-Day principle https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf	1, 3 & 4 (also linked to 2)
Staff training: Continued Improvement of assessment and adaptive learning practices so that misconceptions are identified as close to the sources as possible, and staff can then adapt planning/environment as appropriate to support pupils in overcoming any challenges to learning.	Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research. Durham University- highlight the importance of quality of instruction with elements such as effective questioning and use of assessment by teachers. The research also identifies classroom climate as a key factor and having high expectations where success is attributed to effort. Rosenshine's Principles of Instruction Rosenshine (2010, 2012) training staff and their use of the ten principles can change teacher behaviours and improve student outcomes.	

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

Budgeted cost: £26,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arrange timetabling opportunities to support staff to implement their own	Action research report (Supporting children to be active and influential participants in mathematics lessons… Trudley et al, 2017) shows that interventions such as pre-teaching are most effective when delivered by the class teacher.	1 & 4

interventions with their pupils.	To support an inclusive approach advocated by (Cowne, Frankl & Gerschel, 2019) in *The SENCo Handbook'* and avoid pupils from feeling a separation from the curriculum *Making sense of 'teaching', 'support' and 'differentiation'* (Webster and Blatchford, 2012) This will also ensure that it is the quality first staff, who know their pupils, have identified the misconceptions or gaps, and can therefore identify the most appropriate intervention for their pupils.	
Strengthen systems and knowledge for staff delivering 1:1 and small group interventions such as Precision Teaching, reading (including phonics interventions) and other interventions to support the drive to improve reading across the school. Focus on a small number of targeted interventions. This will support an inclusive approach and make sure the interventions are individualised and not detached from the quality first provisions in the classroom.	Precision Teaching will be one strategy as part of a wider, whole-school plan to improve reading. *Developing Fluency and Endurance in a child diagnosed with attention deficit hyperactivity disorder.* (McDowell, 2001) The focus on PT will underpin our wider approach and so facilitate pupils being able to move on and execute more complex skills. EEF research – TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approx. 3 to 4 additional months' progress. In addition, the research states that these positive effects are only observed when TAs have high quality support/ protected time with the class teacher and training. *The impact of adult support staff on pupils and mainstream schools* (Alborz, Pearson, Farrell, and Howes, 2009) also supports the importance of sufficient training for TA's and Intervention staff. 'TAs tend to have a direct positive impact on pupil progress when they are prepared and trained,' *Making sense of 'teaching,' 'support' and 'differentiation'* (Webster & Blatchford, 2012) To support an inclusive approach advocated by (Cowne, Frankl & Gerschel, 2019) in *The SENCo Handbook'* and avoid pupils from feeling a separation from the curriculum *Making sense of 'teaching', 'support' and 'differentiation'* (Webster and Blatchford, 2012) In *Using Precision Teaching to Increase the Fluency of word reading with problem readers* (Hughes, Beverley & Whitehead, 2007) The research supports that Precision Teaching can be 'highly individualised'. Staffordshire Local Authority EPS evidence-based Literacy Intervention	
Deliver the School-Led Tutoring programme. Use of a known, experienced member of staff to deliver	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition On average, 1-1 tuition is very effective at improving pupil outcomes. 1-1 tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 3 and 4

school-led tutoring to pupils across the key stages who need support in catching up so that they are making progress in-line with their peers.		

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

<mark>Budgeted cost: £92,589</mark>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase layers of pastoral support and systems to uphold, support and reward pupils against the schools' expectations and core values.	EEF- An inclusive school removes barriers to learning and participation, provides education that is appropriate to pupils' needs and promotes high standards and the fulfilment of potential for all pupils. In its 'Improving Behaviours' report, the EEF recommends that 'every pupil should have a supportive relationship with a member of staff.' The additional layers of support built into the school Inclusion staffing structure facilitates this and supports pupils if key members of staff are absent. It also recommends that 'Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.' By having these consistent members of staff in school, who are trained and familiar with the school's behaviour systems, consistency coherence of school systems is enhanced for pupils. These consistencies with staffing and behaviour will lead to improved and enhanced outcomes in attainment. 'Clarity of culture' Bennett (2017) is key. There is a focus on inclusivity, fair treatment and embedding culture in all areas of school life. The policy links in with our 6 core values. Various behaviour is	All

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	linked to these for 'consistency' Bennett (2017). In 'The EEF Guide to the Pupil Premium- Autumn 2021' it recommends use of the following to diagnose pupil needs: attendance data and levels of persistent absence, teacher feedback on pupils' levels of engagement and participation, behaviour incidences and exclusions data, information on well-being, mental health and safe-guarding, access to technology and curricular materials. Therefore, systems, agencies, and packages to support the diagnosis will support more positive outcomes for our pupils. Day et al (2010) highlight the need for positive relationships. We aim to embed positive relationships through restorative/relational practices (between staff and pupils; between staff; and between the school and families/stakeholders), positive language and a consistent, preventative approach. What makes great teaching? Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research. Durham University- highlight one of the components of great teaching is a focus on classroom management which includes making efficient use of time, co-ordination of resources and space and management of behaviour with clear rules consistently enforced.	
Engage parents through open events, and strengthened communication systems (For example, transition, communication tools and layers of staff communication) so that strong relationships and lines of communication can be embedded and better than the ones which recently have been dependent on online platforms. This will lead to greater	EEF toolkit shows that engaging with parents can add up to four months progress.	1,2 & 4

understanding and support for their child's education.		
Training and support for staff through consultation and training packages to support outcomes for disadvantaged learners.	In 'The EEF Guide to the Pupil Premium- Autumn 2021' it recommends that clear diagnosis of pupils' needs is essential. Consultation and targeted training which focuses on key areas of need will support more positive pupil outcomes.	

Total budgeted cost: £ £184,414.00- this will change as we have reduced the staffing costs slightly

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.

Awaiting validated Key Stage 2 results for progress. See evaluation and separate document for analysis of attainment results so far.

1. Current attainment to be updated when validated data is released. *See separate un-validated analysis appendix.			
	School dis.pupils (your school)	*LA Average (Non-disadvantaged)*	*Pupils not eligible for PP (national average)*
% achieving expected standard or above in reading, writing & maths	31%	66%	66%
% making expected progress in reading (as measured in the school)	-3.3	0.0	0.4
% making expected progress in writing (as measured in the school)	-1.7	0.1	0.4
% making expected progress in mathematics (as measured in the school)	-2.3	0.1	0.5
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	8%	10%
Average score in reading	100	106	106
Average score in maths	100	105	105
Our analysis suggests that, academically, at KS2: Maths- EXS PP pupils 60%- this is improved from 37% in 2019 and in line with 2019 results of 20% Reading- 43% of pupils achieved EXS. Compared with 45% in 2019 and 44% in 2022. This Year 6 cohort entered the school with only 23% of pupils working at EXS in Year 5. Therefore, in 5 terms, this is considerable progress.			

Writing- 52% achieved EXS compared with 56% in 2022 and 81% in 2019. See above comment for % of pupils entering the school with EXS in Year 5.
GPS-56% achieved EXS compared with 56% in 2022 and 42% in 2019. This highlights the impact of changed learning journeys (content and sequencing), use of baseline assessments to identify gaps and use of school-led tutoring.
Science- 77% PP pupils achieved EXS compared with 37% in 2022. Highlights improved targeted approach from HOD with use of baseline data and tracking over year 5 and 6 to identify gaps in content/knowledge.
Combined results for PP pupils for Maths, Reading and Writing- 31% of PP pupils achieved EXS compared with 23% in 2022.

Greater Depth:

Maths- 3% compared with 7% in 2022
Reading- 9% compared with 12% in 2022
Writing- 0% compared with 9% in 2022
GPS- 14% compared with 9% in 2022
This highlights a slight dip in the number of pupils achieving GD compared with 2022, except in GPS. This area was a focus for interventions due to the poor writing and grammar skills that the cohort came into year 5 with. During writing moderation training with Entrust/Local Authority in Autumn 2022, they highlighted that the expectation for GD for this cohort would be smaller due to the impact of Co-Vid on the cohort.

School-led tutoring

Subject	% of pupils who had School led English Tutoring (focus on SPAG mainly) who achieved ARE or GD 2023	% of pupils who has School led English Tutoring who achieved ARE 2022	% of pupils who has School led Maths Tutoring who achieved ARE 2023	% of pupils who has School led Maths Tutoring who achieved ARE 2022
Maths			59% (24/41)	22% (10/46) Of those, 4 were PP and 1 x SEND
Reading	39% (18/46)-AT 7% (3/46)-GD	17% (5) 1 x PP and 0 x SEND		
GPS	67% (31/46)-AT 4% (2/46)-GD	30% (9) of those 3 x PP and 1 x SEND		
Writing				

Pupil Voice in the Summer Term for School-Led Tutoring highlighted:

100% of the pupils asked strongly agreed or agreed that the sessions were enjoyable.
100% of the pupils asked strongly agreed or agreed that they felt they had made progress of the pupils asked strongly agreed or agreed that they were more confident in their subject
Pupils also understood their next steps and were able to identify specific areas to work on. For example: read questions carefully, practice percentages further.
Pupils also identified that having the opportunity to work in a smaller group gave them more confidence, particularly when giving answers in front of others and being involved in class discussions.
There were no negative responses recorded from pupils for the tutoring. This highlights that pupils saw the value of the sessions and felt more positive because of having them.

Parent/Staff and Pupil voice identified that stakeholder views of behaviour and attitudes was mostly positive. With staff, parents and pupils mostly believing that behaviour was good in school.

Analysis of EPS (Local Authority evidence-based reading intervention) data for those pupils in Year 6 who have received the approach embedded into their English lessons and pupils who have received 1-1 intervention sessions.
*42% of the Year 6 pupils in receipt of EPS were PP
*50% of total pupils in receipt of EPS were PP

Out of the Year 6 pupils, 75% made progress from their year 6 baseline to the Year 6 standardised score. Only 1 PP pupil did not make progress from his starting point, and this can be attributed to external factors.
Out of all pupils, 94% made progress from their EPS scaled score starting point to their EPS scaled score end point. All 100% PP pupils made progress from their EPS starting point.

In terms of end of year teacher assessment data (please also see attached analysis grids):
Year 5:
Maths:
- 10% more PP pupils achieve At/Above since Autumn
- 9% more pupils achieved At/Above across whole year group since Autumn
- Slowly closing the gap between PP/non-PP
- Autumn PP/non-PP gap 40%, Summer 37%

Reading:
- 17% increase in number of PP pupils AT/Above in reading. Several lots of pupil data inputted in Spring Term did not accurately match the pupil's ability upon moderation of writing within the department. This data was inputted by a teacher who has now left. Additional tests were completed to confirm that some pupils who were considered WAS are WTS in reading and some who were identified as WTS, are emerging as they need to access pre-key stage material. Changes to the Year 5 team next year and a two-year plan for pupils entering year 5.
- Decrease in PP pupils AT/Above in reading but this is linked with anomalies with data input identified above

Writing:
- Only a 5 % increase in writing in Year 5. This is due to pupils not yet meeting all of the standards for Year 5 as outlined in the teacher assessment framework. These skills will be taught in Autumn Term in Year 6 to close the gap. A large proportion of pupils identified at WTS are borderline and teachers have been cautious not to state pupils are at standard and fail to be targeted for additional support to secure AT as the end of Year 6.
- 6% increase in PP pupils AT/Above in Writing

Science:
- Students well below ARE have decreased across the board – almost evenly in PP and non-PP groups.
- Change of staffing/ class groups could be a factor.

Year 6
Maths:
- 10% increase in attainment across the whole year group since Autumn
- 18% more PP pupils achieved ABOVE ARE since Autumn
- 46% of PP pupils AT ARE (7% increase since Autumn)

Reading:
- 3% increase in pupils at ARE in reading since Spring Term.
- Throughout Summer Term, writing in preparation for external moderation has been the focus.
- 5% increase in the number of PP pupils at ARE or above in reading in Year 6.
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Writing:
- 20% increase in the number of pupils at ARE or above in Year 6 with external moderation to support these teacher judgements.
- 17% increase in the number of PP pupils at ARE or above in comparison to Spring Term.

Science
- Improvements in all groups across the board. Well below has decreased
- Those pupils at/above ARE has increased across all groups.

Year 7

Maths:
- 9% increase in attainment across the whole year group since Autumn
- 15% increase in PP attainment since Autumn

Reading:
- Only 1% increase in the number of pupils at ARE or above. KS3 reading and writing exam techniques will be a priority in the new academic year as pupils have forgotten basic skills and are failing to apply them in their assessments.
- 9% increase in the number of PP pupils at ARE or above since Autumn Term

Writing:
- 23% increase in the number of pupils at ARE or above in writing. More written assessments have been completed in this term, providing more evidence of pupils' abilities in writing. New writing assessment implements from May Half term and marking criteria which links directly to the AQA mark scheme to support high schools.
- 12% increase of PP AT or Above ARE Since Autumn Term. 70% of PP cohort at ARE or Above in writing

Science:
- 6% increase in number of PP pupils at or Above ARE. Disruption to classes with one member of staff leaving and another being absent for the Summer Term. This cohort did not perform as well in the Key Stage 2 examinations in the previous academic year.

Year 8

Maths:
- 10% increase in attainment across the whole year group since Autumn
- 13% increase in PP attainment since Autumn

Reading:
- 13% increase in the number of pupils at ARE or above in reading in Year 8.
- 17% increase in the number of PP pupils at ARE or above in reading.
- More exam techniques for paper reading comprehension assessment needed to avoid pupils losing out on marks.

Writing:
- 13% increase in the number of pupils at ARE or above in writing since Spring Term.
- Staff have been promoting the use a wider range of adaptive teaching strategies to support pupils in their writing, whilst more opportunities for writing have been planned for.

Science:

Waiting confirmation of final data.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has reduced in some areas. Year 8 data for science needs further investigation as the number of PP pupils meeting ARE and Above has dropped from the Autumn to the Summer Term. By the end of year 8, the gap between PP and Non-PP has closed considerably, if not completely. PP pupils working AT and Above ARE has increased by the end of year 8
Maths 72% up from 50% in 2022
Reading 72% up from 42% in 2022
Writing 85% up from 58% in 2022
This demonstrates that PP pupils attain in line with their peers as they progress through the school.

Attendance
Before the pandemic, the school was hitting the 95% national target for attendance and there was evidence to show that the gap was closing between PP and Non-PP pupils. The persistent absence figures were also on a reducing trend. Systems have remained in place. However, the pandemic has impacted on school % figures negatively.

Attendance % has increased in 22/23 compared with 21/22 **and PP/Non-PP pupils % attendance was higher at the end of the summer term than the national figure of 89.3%. National Figure all- 89.3%**
Year 5 PP- 94.10%   FSM 93.99%
Year 6 PP-92.72%   FSM 94.46%
Year 7- 93.36%   FSM 92.74%
Year 8- 90.96%   FSM 90.42%
All years 92.89%   FSM 93.02%

Attendance remains a priority within the plan to continue to move all pupils to the national figure. Persistent absence figures remain a focus area for improvement. Families taking holidays that had rolled over from Co-Vid had an impact at the beginning of the academic year. The year has also seen an increase in emotionally based school avoidance and anxiety about school, which has had an impact on the PA absence figures. The school has worked closely with the Local Authority and parents/carers in these situations and actions plans and the EBSA guidance from the Local Authority has been utilised.

The number of suspensions and permanent exclusions has continued to reduce for all pupils and disadvantaged pupils since 20/21. The number of higher-level behaviour incidents (stage 4s) has also reduced compared with the previous academic year. Although there was an increase in the Spring term. This behaviour can be attributed to a small number of Key Stage 3 pupils, one who joined the school in Year 8. Lower-level behaviour incidents reported increased in year 5. However, Class Charts was introduced at the beginning of the academic year and more consistent logging and tighter behaviour expectations were in place in Year 5 which accounts for the increase in incidents logged. The continued decrease in suspensions shows the positive impact of the continued focus on consistency with behaviour practices and the school's tiered approach through the Teaching, Learning and Care Base. It also demonstrates the impact of the school's engagement with the local authority's relational and restorative practice work. Analysis highlights that the most successful outcomes for pupils have been where BFL is positive and managed well with high expectations. Further work with future year 5 cohorts and Heads of Department will now be done to establish consistency and high expectations early on. Further training was delivered during September Inset on consistency with routines and behaviour culture, and adaptive learning. This will continue to support staff to create aspirational, challenging, and positive classroom environments where all pupils can achieve what they are capable of. Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. This accounts for the need to maintain the level of resources identified in the strategy for pastoral layers of support. Additional pastoral time has now been built into the school day:

Check-in (morning registration)

Check-up (afternoon registration)

Check-out (at the end of each school day)

This is to further embed the school's relational approach. It will support positive relationships and will allow author group staff time to support pupils with any challenges they have faced during the school day or help them to prepare for the next day. It also provides more opportunities for contextualised safe-guarding.
Engagement of disadvantaged learners with extra-curricular provisions also continues to increase. This is reflected in the school maintaining the Gold Sports Mark in 22/23 academic year and achieving afPE accreditation (distinction) *See also Sports Premium report.

Desired Outcome	Chosen Action/Approach	Impact
Quality of Education: Continue to improve attainment and success towards aspirational targets and progress outcomes for disadvantaged learners (with a view to reaching National Standards in attainment and progress measures) with strategies that improve QFT and raise staff, pupil, and parental expectations. This will support pupils in having the knowledge and cultural capital they need to succeed in life.	Data will be used appropriately and effectively to set aspirational targets and inform quality teaching and feedback Live marking will be used to effectively identify misconceptions as close to the source as possible and support QFT, the quality of feedback and improve outcomes for learners. Adaptive planning and strategies will be embedded to support pupils with any challenges they face to achieving what they are capable of. Monitoring will be used to make sure that lessons/intervention sessions are ambitious and designed to meet the needs of all learners BFL, including exclusion data, will show that staff are working together with high expectations to ensure that pupils will be 'High School and life ready' in terms of age-related expectations and socially and emotionally. Use of funding to secure quality first staff for pupils who will continue to embed staff use of data to track a pupil's progress against aspirational targets and attribute next steps and actions so that the pupil meets expectations. Some Literacy and Numeracy staff have intervention sessions built into their teaching timetables to use teacher assessments, STAR reading assessments, key stage 2 mock SATS results to build a clear picture of the pupils who need additional support or who are not performing at the expected standard and target them for QFT and interventions. Intervention sessions for SEND and PP Eligible pupils joined together as part of Inclusion Provision mapping. Precision teaching (both literacy and numeracy)	Staff and pupils set aspirational goals. DA pupils achieve in-line with their non-DA peers and the attainment of all pupils is in-line with national figures. A culture of positive relationships between all stakeholders. Positive staff, pupil, and parent voice.

	will be led by TAs. Resources will then be fed into classrooms/ to class teachers to encourage the vocabulary to be used in a range of contexts by pupils.	
	Support staff with resources through subscriptions and access to services such as Twinkl and CGP resources/ revision guides.	
	The use of DIN/Success Criteria/Super Challenge Grids will ensure that staff are targeting the key skills pupils need to master an area. Literacy staff will focus on evaluating the new approach from New Ford in the medium-term learning journeys, which strives to plug the literacy gaps.	
Behaviour and Attitudes/ Personal Development: To continue to achieve a higher % attendance for all pupils and consequently, pupils eligible for PP. Embed support systems for those pupils and families, if necessary. The school target for attendance is 96%.	Streamlined communication with LST/EWW/ VIP Education and the school to support families with achieving excellent attendance. A positive response to the rewards system where high attendance is recognised and celebrated. Pupils also being aware of the impact that low attendance can have on their education through the child friendly attendance policy. Inclusion team to provide targeted support within Year 5/6 lessons and build in capacity for more depth to the layers of support in school for pupils. This will also allow for group and individual nurture sessions. Increased capacity for Precision Teaching and specific evidence-based reading intervention. As well as interventions for other challenges to learning such as fine/gross motor skill and Read, Write, Inc phonics interventions. Staff will have an awareness of Key Stage 1 starting points for pupils along with other data. Key Stage 1 data will be	A reduction in persistent absence so that pupils do not miss valuable content and can engage fully with their learning. A continuation in the reduction of suspensions and lower-level behaviour incidents so that learners do not have learning opportunities disrupted.

	used to create an uplift/challenging target in line with the school's work with Challenging Education and RADY (Raising Achievement of Disadvantaged Pupils) Any vulnerable pupil will be put on a Challenge 2 indicator for their target, which means that they have aspirational targets.	
Behaviour and Attitudes/ Personal Development: To have high expectations for learners' behaviour and conduct, in line with the school's six core values, and use the school's behaviour systems to ensure the application of the rules is fair. Learners will have a positive attitude to their education and will develop resilience to setbacks so that quality first teaching can be delivered and barriers to learning prevented.	BFL monitoring and data, including suspension trends, will reflect fewer behaviour incidents and more engagement with the rewards system recorded on the school system. Teaching, Learning and Care Base log will reflect that more pupils are accessing the layers of support to build resilience and strategies to cope with their mental health rather than accessing them for BFL reasons. Evidence of expected levels of progress/attainment or a reduction in negative BFL incidences from pupils who have accessed in school therapeutics or other agencies. Professional and nurturing relationships between staff and pupils where respect is mutual and pupils feel safe, can develop their resilience, and express themselves creatively. Further restorative and relational practices introduced and embedded (check-in, check-up, check out); further behaviour training delivered on September Inset. Challenges individual pupils face is identified and as a result the needs of learners are met appropriately as part of the graduated approach. Staff use of Insight to access information	Fewer suspensions reflected in behaviour data. This includes no recording of any permanent exclusions. More pupils able to access the internal layers of support and to be signposted more effectively for preventative work. This will reduce the number of external suspensions and higher-level behaviour incidents that are recorded. Identification that more pupils need to engage with the rewards system. Therefore, there will be a continued increased capacity for rewards and ongoing evaluation of the recently new House System to encourage all pupils to engage with rewards. Further relational practice training linked in with behaviour expectations and emotion coaching CPD will lead to enhanced positive relationships between all stakeholders. Friday afternoons with author group staff will continue to be

	on Learning Plans for pupils who have challenges. This will support adaptive practices and ensure individual needs are met. Routines and expectations are applied consistently throughout the school. Communication between staff, parents and agencies is positive, effective and follows the graduated approach appropriately. To provide more options in terms of teaching resources for staff through subscriptions so that they are more easily able to differentiate work and create exciting and challenging resources for all pupils. CPD for staff on adaptive practices so that it does not impact heavily on workload. Extended pastoral time to be used for pupils to identify challenges they face using journals and 'All About Me' sheets.	longer and will allow for RSE sessions, assembly time and time to complete review barriers for pupils. Increased parental engagement with parents/ opening evening events.
Quality of Education/ Behaviour and Attitudes/Personal Development: Early identification and the successful signposting to strategies which will equip pupils with being responsible, respectful, active citizens who know how to be mentally happy and therefore overcome barriers to their learning.	All staff will be trained in and effectively use Insight, where key documents linked to pupils will now be stored, to support them with implementing strategies for pupils. New Inclusion referral form to be introduced as part of the graduated response so that any challenges pupils are facing can be identified as early as possible. Successful communication with feeder schools and high schools and those in the wider Staffordshire Moorlands area through the Staffordshire SEND/Inclusion Hub and the Talentum Trust Network meetings. Pupils joining the school having received earlier intervention with clear strategies in place for progression.	Staff have received training on the assess, plan, do review process, adaptive learning, and use of TAs in the classroom. Further training on adaptive learning is now needed. More staff now engage with the identification of challenges and the reviewing of provisions put in place for pupils as part of quality first provisions in the classroom. Further analysis and direction is needed from middle leaders to support members of their departments with identifying pupils who are not performing in line with their

	The school uses its resources effectively to support pupils with SEMH needs. Attendance rates and matters around healthy living will continue to improve. Positive relationships using Restorative principles will be encouraged. Staff will be aware of procedures and ways of accessing in-school support (as part of the assess, plan, do, review approach, from pastoral or Inclusion staff to ensure positive relationships are present.	peers and strategies to put in place to support more positive outcomes. Using data and communication within departments, HOD will also support the Inclusion team to address any pupils not engaging or causing disruption to lessons.
Quality of Education/ Behaviour and Attitudes/Personal Development: Have effective communication with all stakeholders around our learners so that they are supported effectively for future success in their next steps.	Increased number of PP eligible families in attendance at parent and information evenings. Parents engaging with the various methods of school/home communication such as the school app. Parents engaging with the weekly rewards newsletter to celebrate weekly achievements. Improved behaviour communication through Class Charts. Engagement with school nurture sessions. Engagement with parent/child reading focused activities and social evenings. Successful communication and outcomes for pupils and families working with the school and external agencies. Parents feel supported so that BFL, attendance, punctuality and learning continues to improve. Continue to streamline communication with LST/EWW/ VIP Education and the school to support families with achieving excellent attendance. Use of attendance clinics and home visits to support families and ensure any signposting to external support is in place. To continue to work closely with VIP Education/ LST/EWW to support families with achieving excellent levels of attendance for their child. To communicate attendance systems and concerns effectively to parents and to ensure that systems are rigorous and	Increased parental engagement at key events. Positive feedback on staff, pupil, and parent voice.

	identify where there are attendance concerns quickly. To communicate any potential barriers to attendance highlighted from the pupil profiling system so that issues can be supported/ acted on quickly. This will be done though a heightened focus on attendance from the HOY and form tutors. An increased number of parental engagement sessions, focusing particularly on SATs information/ workshops. This also includes working with counselling services such as Visyon and Dove and CAMHS Trailblazer to provide therapeutics for pupils where needed. Continue to build on the success of the new PTA with events for the school community such as Bingo, discos, and celebration events.	
Quality of Education /Personal Development: As a result of the delivery of our School Curriculum (which encompasses the National Curriculum Framework) learners- and therefore PP eligible learners- develop detailed knowledge and skills across the curriculum and achieve well as a result.	To support families with uniform and FSM when needed, including breakfast club. Use of funding to engage pupils with enrichment activities and trips and develop key resources for pupils. Raise awareness of support that can be offered for enrichment activities: letters, newsletter, assemblies.	DA pupils attending school trips/enrichment activities and extra-curricular clubs.
	Increased focus on extra- curricular activities that encourage wellness and good health. Breakout day activities that introduce elements of challenge and encourage pupils to persevere and attempt new challenges. ***Please also see separate Sports Premium Report***	Engagement with all extra-curricular clubs to continue to increase for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thinking Differently for Disadvantaged Learners	RADY/Challenging Education
Accelerated Reader	Renaissance Learning
Code Breakers Dyslexia Intervention	CodeBreakers
Class Charts	EduKey
Read, Write, Inc	In school
Decider Training	https://www.thedecider.org.uk/
ELSA Emotion Coaching	Staffordshire LA
Restorative Practice Training	Staffordshire LA
Visyon	Visyon
VIP Education	VIP Education

Additional activity

Our pupil premium strategy will be supplemented by additional activity. This will include:

- embedding more effective practice around feedback and adaptive learning. Exploration of the EEF 'Five-a-day' principle (explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology) with staff and TAs to add to staff toolkits.
- Staff to access information and use it effectively to support pupils in overcoming barriers.
- Medium Term Learning Journeys reflect an adaptive approach to planning.
- Fully trained senior mental health lead in school
- Continuing to offer a wide range of high-quality free extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Continuation of the role PP Champion in school to support raising the profile of PP further.
- Engage with other Middle School in the Staffordshire Moorlands to ensure an outward facing approach. This will encourage the sharing of good practice (which will also include some schools of a similar context) and QA of existing practices.
- Continued engagement with the Local Authority on relational and restorative practice which will provide further training opportunities for staff and parents on trauma and the barriers it creates.

Planning, implementation, and evaluation

Work with an external agency, Challenging Education to review the PP provision.

A range of evidence including: assessments, engagement in class book scrutiny, learning walks, feedback from parents, pupils and teachers has and will continue to be used to identify the challenges faced by disadvantaged pupils.

We will evaluate our three-year approach on an ongoing basis and will adjust our plan over time to secure better outcomes for pupils.