

St Peters C of E Middle School Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peters C of E Middle
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	18% (56 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Governing Body
Pupil premium lead	Joan Charles
Governor / Trustee lead	Fiona McPherson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,001
Recovery premium funding allocation this academic year	£8,000
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	£80,001

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- ***What are your ultimate objectives for your disadvantaged pupils?***

At our core are the values of: Wisdom, Integrity, Trust, Compassion and Fellowship. Through God and these values, we will live out our motto:

To Aspire to be the very best we can, to Believe in our own abilities and those of the people around us, to Grow and develop continually and to Achieve the very best we can.

At St Peters our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable students, including those with a social worker and young carers. The activity we have outlined in this statement is intended to support the needs of all.

How does your current pupil premium strategy plan work towards achieving those objectives?

The current PP strategy works towards achieving these objectives by establishing high-quality teaching at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

- ***What are the key principles of your strategy plan?***

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Attainment in writing	<p>Target tracker data show that the attainment of PP is lower in writing and has widened during the past academic year 2020 -21.</p> <p>PP 34%, non-PP 56.6% on track or higher. The difference between PP and non-PP is 22.6%, widening by 6.2%.</p> <p>Progress PP 4.9, non-PP 5.5, difference 0.6.</p>
2 Attainment in reading	<p>Target tracker data show that the attainment of PP in reading and has widened during the past academic year 2020 -21.</p> <p>PP 50.9%, non-PP 70.4%. The difference between PP and non-PP is 19.5 % widening by 3.7%. Progress PP 4.8, non-PP 5.1, difference 0.3.</p>
3 Attainment in maths	<p>Target tracker data show that the attainment of PP in Math and has widened during the past academic year 2020 -21.</p> <p>PP 47.2%, non-PP 73.5%, The difference between PP and non-PP is 26.3%, widening by 3.8%. Progress PP 5.0, non-PP 5.3, difference 0.3.</p>
4 Catch up	<p>Catch-up: Observations and discussions with KS2 teachers indicate that disadvantage students struggle to attend programmes of support organised after school, and are poorly represented in after school clubs.</p>
5 Barriers to learning	<p>Multiple barriers to learning. Some disadvantage students also have a SEND, or P/LAC or CIN/CP need.</p>
6 Attendance/ persistent absence	<p>PP attendance is lower than non-PP. 2020/2021 PP student attendance is 90.28%. Non-PP student school attendance 95.53%.</p>
7	<p>Observation and discussions with teachers and parents suggest that education and wellbeing of many disadvantage students have been impacted by school closure during lockdown to a greater extent than other students.</p> <p>Spring 21 data show a widening of attainment gap in attainment in reading 3.9%, and maths 1.9%. There was a narrowing of the gap in writing -0.9%, but as the non-PP became settled back in school the gap widened to 2.1%</p>
8 Wellbeing, mental health & safeguarding concerns	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their 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 clarification of student need to best target support – un-italicise?	Student with significant need are identified, targeted support, monitored
To improved attainment in writing amongst disadvantage students (attainment)	Narrowing of the gap in the % of students at on track or higher using target tracker or data. The aim is to decrease by 6% to narrow the gap between the 2021 figures.
To improve attainment in reading amongst disadvantage students (attainment)	Narrowing of the gap in the % of students at on track or higher using target tracker or data. The aim is to decrease by 3% to narrow the gap between the 2021 figures.
Improved attainment in math amongst disadvantage students (attainment)	Narrowing of the gap in the % of students at on track or higher using target tracker or data. The aim is to decrease by 3% to narrow the gap between the 2021 figures.
To achieve sustained improved wellbeing for all students, including those who are disadvantage (inclusion)	<p>Sustained high levels of wellbeing from 2021 to 22 demonstrated by</p> <ul style="list-style-type: none"> • attendance data and teacher observations • qualitative data from student voice, student and parent surveys and teacher observations • increased participation in enrichment activities, particularly among disadvantaged pupils
To achieve sustained improved attendance for all students, particularly our disadvantaged students (inclusion)	<p>Sustained high attendance from 2021 to 22 demonstrated by</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.

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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the quality of teaching through a focus on developing teaching, planning, assessment, reviewing, homework, CPD, and effective remote learning	<p>The impact of home work can add on average 5 months of learning especially when it is purposeful and linked to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>The EEF report finds that the quality of remote teaching is more important than how lessons are delivered. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1 to 8
CPD for subject specialists and middle leaders to support curriculum development	<p>Students have experienced disrupted learning due to school closures. The importance of high quality teaching supported with effective CPD can close the disadvantage gap is highlighted by EEF. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1 to 5
CPD for expanding team of	<p>The validity of the importance of Teaching Assistants and the positive impact they can have on achievement is clearly highlighted the report Making the Best use of Teaching Assistants in highlighted by the EEF</p>	1 to 8

teaching assistants in response to increase in rising numbers of disadvantaged students	https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course?utm_source=/courses/making-best-use-of-teaching-assistants-online-course&utm_medium=search&utm_campaign=site_searchh&search_term	
Support academic learning through student wellbeing by investing in additional pastoral hours, re-establishing pastoral and extra-curricular activities	<p>In light of the current challenges faced by the school and community through the pandemic and evidence, through the use of school data, that disadvantage students are not bouncing back as well as their peers.</p> <p>The EEF emphasises the importance of life skills and enrichment in fostering attitudes, skills and behaviours that are thought to underpin success in schools and beyond</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	6,7,8

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all students. (access/attainment)	<p>Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF 	1 to 8
Targeted support through	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality class teaching should reduce the need for extra support, but	1, 2, 4, 5

additional intervention in core subjects. Through small groups and 1:1	it is likely that some pupils will require high quality, structured, targeted interventions to make progress. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term	
School led tutoring programme	<ul style="list-style-type: none"> Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	5, 4, 5
Connecting the curriculum through a focus on improving literacy in all subject	<p>Literacy skills are both general and subject specific. Literacy is important for students as they learn new, more complex concepts in all subjects: Improving Literacy in Secondary Schools</p> <ul style="list-style-type: none"> Literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Specifically linked to challenge 1 to 3 	1 to 8

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

Budgeted cost: £20,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising practical subjects i.e. Art, DT	Historical evidence: Students have in the past made excuses for not participating in activities where a financial contribution is required.	8
Subsidising school trips	Historical experience. Parents/ students may not commit to school trips especially when there are multiple siblings.	8
Subsidising school uniforms	Historical experience: Disadvantage students may continue to attend school in damaged clothing or poorly fit clothes	8
Subsidising school attendance	Historical evidence: Family illness meant that students could not afford to travel to school.	5,6,7,8
Subsidising school equipment	Historical evidence: Disadvantage students, especially those with multiple needs, including SEN, struggle with organisational skills resulting in loss of	5,6,7,8

	equipment creating additional financial burdens on the family	
Additional resources	Some disadvantage students with additional barriers to learning have in the past required additional and different, or access to unaffordable resources.	5

Total budgeted cost: £ 80,001

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.