



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	Kirkburton Middle School
Number of pupils in school	498
Proportion (%) of pupil premium eligible pupils	15.9% (79)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Taylor, Headteacher
Pupil premium lead	Alex MacIntyre, Assistant Headteacher
Governor / Trustee lead	John Jolly, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,635
Recovery premium funding allocation this academic year	£11,455
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	£97,090

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to ensuring our disadvantaged pupils attend and achieve in line with their non-disadvantaged counterparts both locally and nationally. We also believe our disadvantaged pupils should have access to a wide variety of opportunities outside of the classroom which are proven to enhance their life chances, be they in music, sport, careers opportunities etc. In short, we want to ensure that any current gaps which exist between disadvantaged and non-disadvantaged pupils, be they academic or socially, are closed, and closed for the long term i.e. we don't believe in 'quick fixes'.

Our pupil premium strategy is designed to give our disadvantaged pupils greater support in achieving the goal of making good progress across the range of subjects, but in particular in English and Maths as these subjects form the gateway to the wider curriculum. Irrespective of prior attainment, our strategy will aim to boost progress for all disadvantaged pupils. Alongside the focus on disadvantaged pupils we will also consider the various factors which can hinder the progress made by all of our vulnerable pupils including those who are young carers and those who have a social worker. Pupils who fall into these categories are supported by our plans, irrespective of disadvantage. In fact, whilst our plans are based on national research into how best to raise standards for disadvantaged pupils, the strategies outlined in this document will support all pupils in school who are in need of additional support. Our vision is that all pupils regardless of background or prior attainment make great progress during their time at KMS and are well set up for their future life.

As a school we recognise that high-quality teaching is key to achieving our vision and securing this is the main focus of our approach. Through high-quality teaching and learning for ALL pupils we can have the greatest impact on closing the attainment gap between our disadvantaged and non-disadvantaged pupils. Our intended outcomes clearly lay bare the fact that we aim for sustained and improved outcomes for our non-disadvantaged pupils as well as improved outcomes for their disadvantaged peers.

For the pupils whose education has been most affected by the pandemic, we will target additional support, this will also include non-disadvantaged pupils. We will ensure that our approach targets issues which are common across our pupil cohort but which also address the specific needs of individuals. Diagnostic assessment will be applied to ensure we have a clear understanding of the gaps in knowledge and learning, particularly in English and Maths.

As a school we will:

- ensure disadvantaged pupils receive the same level of challenge as their non-disadvantaged peers
- act early to intervene at the point need it 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 through quality first teaching and targeted provision

Challenges

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

Challenge number	Detail of challenge
1	<p>Maths outcomes – The Maths attainment of disadvantaged pupils is generally lower than that of their peers. All pupils sit diagnostic GL assessment tests on entry and exit. Assessments on entry to year 6 in the last 3 years indicate that 45% to 75% of our disadvantaged pupils arrive below age-related expectations compared to 38 - 40% of their peers. Whilst all pupils generally make good progress during their time at KMS, the progress made by disadvantaged pupils in maths does not accelerate with sufficient pace in order to significantly close the gap that existed on entry.</p>
2	<p>Literacy skills – Assessments on entry to Year 6 in the last 3 years indicate that 56% to 84% of our disadvantaged pupils arrive below age-related expectations compared to 20 - 27% of their peers. Although subsequent internal assessments and assessments on exit show that this gap narrows during pupils' time at our school, an attainment gap still exists at the end of Year 8 between our disadvantaged and non-disadvantaged pupils.</p>
3	<p>Attendance – Whilst attendance in school is generally excellent, the attendance of the disadvantaged cohort is lower than that of the non-disadvantaged cohort. In recent years, which have been dominated by the pandemic, absence rates for disadvantaged pupils have ranged from 8% to 9% compared to 4% to 7% for their non-disadvantaged peers. Persistent absenteeism rates, those pupils with attendance levels less than 90%, are also higher for disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Lack of Learning Resilience – Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is evident across the curriculum but particularly in maths and science.</p>
5	<p>Social and emotional issues –</p> <p>Referrals to the school nurse during lockdown and subsequently show a higher proportion of pupil premium pupils being referred. The ImpactEd surveys undertaken during lockdown also indicated wellbeing and anxiety concerns were higher for disadvantaged pupils in comparison to their non-disadvantaged peers.</p> <p>Our assessments (including our annual pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and future prospects, and also a lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, school nurse referrals for support markedly increased. 23 pupils (14 of whom are disadvantaged) currently require additional support with social and emotional needs, with 28 (11 of whom are disadvantaged) currently receiving small group interventions, external agency support or pastoral in-house interventions.</p>

6	Limited access to extra-curricular and enrichment opportunities – The pandemic severely hindered the school in organising enrichment opportunities both in-house and externally. Visits could not be run for a number of months and the pandemic also meant that certain clubs could not run in school.
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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
Close the attainment and progress gaps	Pupil premium pupils to make accelerated progress from their start points; pupil premium pupils to attain in line with their peers.
Pupils read with fluency and understanding	The reading pathway enables pupils to improve reading skills as evidenced by reading assessments. Pupils are subsequently able to access other curriculum areas with greater understanding as evidenced by assessment information.
Improved rates of attendance	<p>Sustained high attendance from 2023/24 demonstrated by the overall absence rate for ALL pupils being in line with or better than the national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced.</p> <ul style="list-style-type: none"> • KMS pupil premium pupils to have attendance in line with all pupils nationally. • Attendance gap closed between disadvantaged and non-disadvantaged pupils in school. • Persistent absence rates for KMS pupil premium pupils in line with all pupils nationally. • Persistent absence gap closed between disadvantaged and non-disadvantaged pupils in school.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects leading to improved outcomes in assessments.
Raising attendance in extra-curricular and enrichment activities which lead to a building of cultural capital (can be evidenced through	Sustained high attendance on school visits and at school clubs from 2023/24 demonstrated by:

pupil voice, pupil feedback, Edulink and Evolve data)	<ul style="list-style-type: none"> • ALL disadvantaged pupils to have high participation rates in school clubs and extra-curricular activities • ALL disadvantaged pupils to have been on one educational visit away from school at least once in each of the three school years present at KMS. • ALL disadvantaged pupils to take part in one residential visit during their time a KMS.
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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: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
GL assessments purchased and used to ascertain pupil progress in English and Maths and to be used as a barometer across three years of Middle School Education. Diagnostic feedback from tests will enable teachers to plan accordingly to meet pupil needs and address any identified knowledge gaps.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
Maintain a clear drive to develop and sustain quality first teaching to ensure that all pupils are challenged and that they engage fully with their learning. They develop into learners who show confidence when faced with new challenges and are resilient to any setbacks.	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. The school will focus on embedding the strategies below: Metacognitive approaches to learning +7 months (Assessment and) Feedback to support progress +6 months Teaching and Learning toolkit 2021	1,2,3,4

<p>Improving disciplinary literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Increased levels of vocabulary supports pupils to be able to build new schema within curriculum areas and make cross-curricular links:</p> <p>Improving Literacy in Secondary Schools</p> <p>Improving Reading comprehension through explicit vocabulary teaching word-gap.pdf (oup.com.cn)</p> <p>EEF Disciplinary Literacy: 7 strands</p>	<p>1,2,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 non-statutory guidance and EEF numeracy strategies.</p> <p>We will fund teacher release time to embed key elements of the guidance in school and provide access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others. Improving the attainment of children in mathematics is a founding aim of the EEF</p> <p>Improving Numeracy in Secondary Schools</p> <p>Teaching mathematics at Key Stage 3 (DfE)</p>	<p>2</p>
<p>Enrolment and participation in the `Leading Positive Outcomes` project.</p> <p>This project is a partnership between Kirklees Council, the Education Endowment Foundation (EEF) and Bradford Research School.</p> <p>We are working in a School Improvement Partnership supported by the EEF with Kirklees LA and Bradford Research School, to explore strategies that make most difference to disadvantaged pupils and prioritise their effective implementation. We will review our Pupil Premium Strategy and develop leadership capacity through the lens of this professional learning.</p> <p>The aim is to strengthen senior and middle leaders' skills, with a particular focus on how to implement context-specific strategies that support school improvement priorities and have a positive impact on outcomes for pupils.</p>	<p>All approaches based strategies outlined in the EEF teaching and learning toolkit. The Toolkits are based on real life data about what has happened when particular approaches have been used in schools before.</p> <p>EEF Teaching and learning toolkit</p>	<p>ALL</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish an in-school tutor programme, making use of national tutoring programme funding to provide tuition for pupils whose education has been most impacted by the pandemic. This will assist pupils in retaining knowledge and removing barriers to learning.</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year Teaching and Learning toolkit 2021</p>	<p>1,2,3,4</p>
<p>Creation of a reading pathway from Year 6 to support pupils who are below age related expectations in Reading</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Teaching and Learning toolkit 2021</p>	<p>1,2,3,4</p>

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

Budgeted cost: £23,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Use of a range of strategies to assist vulnerable pupils to access and engage with their learning</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes.</p> <p>EEF Attendance interventions for School aged pupils</p>	<p>3,5,6</p>
<p>Employ a range of bespoke pastoral care interventions (inclusive of external agency intervention where appropriate) to support pupils and remove barriers to their learning</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year.</p> <p>Teaching and Learning toolkit 2021</p>	<p>3,5,6</p>
<p>Ensure wider participation in enrichment activities and extra-curricular opportunities</p>	<p>Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them</p> <p>Teaching and Learning toolkit 2021</p>	<p>6</p>
<p>Contingency fund for issues arising</p>	<p>Based on our experiences 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>All</p>

Total budgeted cost: £97,090

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, pupils did not sit their SATs tests, as such performance measures were not published for 2020-2021. It is therefore impossible to identify if the KS2 strategy aims were achieved. Outcomes based on GL assessments at the end of Year 8 were mostly achieved with some gaps closing and average overall attainment improved above the national average.

GL assessment data from summer 2021 for the outgoing year 8 showed that the standard age score (SAS) gap between disadvantaged pupils and their non-disadvantaged peers in English had closed from 8.5 at the start of year 6 to 4.1 by the end of year 8. The average SAS score for disadvantaged pupils in English moved from being in line with the national average at the start of Year 6 to being significantly above the national average at the end of Year 8. In maths, whilst the overall attainment gap between disadvantaged pupils and their non-disadvantaged peers widened slightly (1.3) from Year 6 to Year 8, this was mainly due to non-disadvantaged pupils making outstanding progress during their time at KMS. Disadvantaged pupils still made good progress and their average SAS score went from being in line with the national average at the start of Year 6 to being significantly above the national average at the end of year 8. In most subjects, disadvantaged pupils made good progress during their three year at KMS.

Pupils assigned to our reading recovery pathway demonstrated positive progress both through their Lexia test scores and the Schonell reading test scores. There is clear evidence of pupils making accelerated progress in their reading.

As a result of the pandemic, attendance figures were down nationally for all pupils. A 3% gap existed between the attendance of disadvantage and non-disadvantaged pupils. This was far smaller than the gap that existed nationally. The persistent absence gap was slightly larger than the national figure however this was as a result of a small minority of pupils with very poor attendance – mostly as a result of circumstances related to the pandemic.

Successful appointments were made to our wellbeing and pupil support team. All disadvantaged pupils identified as needing additional pastoral support are allocated a key worker who is the first point of contact for both themselves and their family. This

has seen engagement levels with our disadvantaged families increase as evidenced by meeting figures and parents' evening attendance.

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