



Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Kirkburton Middle School
Number of pupils in school	501
Proportion (%) of pupil premium eligible pupils	13.6% (68)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it was last reviewed	September 2023
Date on which it will be next reviewed	September 2024
Statement authorised by	Chris Taylor
Pupil premium lead	Chris Taylor
Governor / Trustee lead	John Jolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,445
Recovery premium funding allocation this academic year	£17,528
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£106,793

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 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 do not 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, 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 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 need 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; 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 a significant number of our disadvantaged pupils arrive below age-related expectations compared to their peers. Whilst all pupils make good progress during their three years 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 indicate that a significant number of our disadvantaged pupils arrive below age-related expectations compared to 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. 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 – 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 a lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Our pastoral and wellbeing team coordinate a range of support strategies which includes the provision of small group interventions, external agency support and pastoral in-house interventions.</p>
6	<p>Level of cultural capital – The pandemic severely hindered the school in providing enrichment opportunities both in-house and externally. Visits could not be run for several months and the pandemic also meant that certain clubs could not run in school. Our observations have identified a lower uptake of enrichment and cultural observations by our disadvantaged cohort over time.</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
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 demonstrated by the overall absence rate for disadvantaged pupils being in line with or better than the corresponding national figures – both for all schools but more importantly for similar schools. This trend is also reflected for those with persistent absence.</p> <p>This will result in a more consistent access to the curriculum and other school-based activities.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils can effectively 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 pupil voice, pupil feedback, Edulink and Evolve data).	<p>Sustained high attendance on school visits and at school clubs from demonstrated by:</p> <p>ALL disadvantaged pupils to have high participation rates in school clubs and extra-curricular activities</p> <p>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</p> <p>ALL disadvantaged pupils given the opportunity to take part in one residential visit during their time at KMS.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,500 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>GL assessments purchased and used to ascertain pupil progress in English and maths and to be used as a barometer across the 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.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Maintain a clear drive to develop and sustain quality first teaching in order 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.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have in order 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:</p> <p>Metacognitive approaches to learning +7 months (Assessment and) Feedback to support progress +6 months</p> <p>Teaching and Learning toolkit 2021</p>	<p>1,2,3,4</p>
<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 pupils 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 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>We will also work closely with feeder first schools in order to ensure pupils arrive at KMS with greater levels of understanding and fewer gaps in learning.</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: £26,750 (approx.)

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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF 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>Provision 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 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: £26,750 (approx.)

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>	ALL
<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. Teaching and Learning toolkit 2021</p>	3,5,6
<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>	6
<p>Support fund: This will pay for uniform, equipment and other resources pupils need.</p>	<p>For a pupil to be able to focus on their learning and achieve parity with their peers then pupils need to feel equal to their peers. This support fund is to ensure that pupils do not feel disadvantaged and facilitates the notion in their own minds that they cannot achieve.</p>	3,5
<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>	All

Total budgeted cost: £ 107,000

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 2 performance data, outcomes from standardised GL assessment tests, literacy intervention data and our own internal assessments.

The school achieved some of its best SATs results ever this year which was very pleasing to see. The achievement of disadvantaged pupils was mixed. There were some excellent individual performances and reading results were very strong. There is still room for improvement in all three areas but in particular in maths and writing. Significant work is being undertaken to address these issues; this includes several cross-phase projects with feeder first schools in order to ensure there is minimal loss in learning at transition.

Reading – With a progress score of 0.69, disadvantaged pupils made very strong progress in reading. This is particularly pleasing given the national progress figure for disadvantaged pupils was -0.9. The school figure for all pupils was strong at 0.51 however our results showed a narrowing of the gap between disadvantaged pupils and their peers. There is still a significant attainment gap between disadvantaged pupils and their peers which we will continue to work hard on to close.

Writing – Whilst figures show that disadvantaged pupils at KMS made similar progress to disadvantaged pupils nationally, pupils made less progress than non-disadvantaged pupils in school and nationally. Our work this year will be to apply the successes achieved in reading to our writing work. Our new 'ready, steady, write' programme has been introduced to support this.

Maths – The maths SATs results for disadvantaged pupils were disappointing and intensive work will be done in this area this year in order to secure improvements.

GL assessment data for the outgoing year 8 showed that progress made from year 6 entry through to year 8 exit saw an improvement of 3.2 standardised score points for disadvantaged pupils in English (92.3 to 95.4). For non-disadvantaged pupils the improvement was slightly smaller at 3.1 standardised score which led to a very small reduction in the overall attainment gap. In mathematics, the progress made from year 6 entry through to year 8 exit saw an improvement of 12.1 standardised score points for disadvantaged pupils (87.7 to 99.8). This shows pupils, on average, arrived with scores well below the national average and they left in line with the national average.

Pupils assigned to our reading recovery pathway demonstrated very positive progress through their Fresh Start, Lexia and Schonell test scores. There is clear evidence of pupils making accelerated progress in their reading and spelling. This data, built from measuring reading fluency and spelling accuracy at the start and end points of focused programmes, shows that both disadvantaged and non-disadvantaged pupils have benefitted greatly from the interventions received. Some pupils have gained upwards of 3 years on the Fresh Start pathway alone.

Whilst still below pre-pandemic figures, overall attendance figures were up by 0.4% this year. For disadvantaged pupils, overall attendance was up 0.6% which shows our work in this area is starting to have some impact. Our disadvantaged attendance figure for year 6 and year 7 were both above the corresponding national averages. There continues to be a gap in persistent absence rates (pupils with attendance below 90%); this gap narrowed last year however. Whilst the whole school figure only dropped by 2.4%, the disadvantaged pupils figure dropped by 9.3%. This represented a 23% fall on the 2023 figure compared to a 15% drop for the non-disadvantaged figure. Whilst there have been some improvements last year, we recognise there is still work to do in this area which is why raising attendance of our disadvantaged pupils is a focus of our current plan.

Disadvantaged pupils accessing trips, visits and clubs showed a positive picture based on 2022-2023. All disadvantaged pupils attended at least one off-site visit last year. A number have or will have accessed our residential visit offer. The data collected from club registers shows a healthy proportion of our disadvantaged cohort being involved in our lunchtime and after-school provision. Many disadvantaged pupils continue to access instrument lessons in school with some very positive results.

The next steps for this academic year remain as they were at the inception of this 3-year plan. However, on reflection based on year 2, the following are seen as our key foci for 2023-2024:

Close monitoring of year 6 disadvantaged pupils in relation to SATs outcomes, particularly in maths and writing, and the intervention pathways put in place to support with their progress – this will include access to in school tutoring.

Fortnightly focus on attendance of disadvantaged pupils to allow for a sustained approach to tackle lateness and absenteeism, led by the pastoral team.

Continue with the reading pathway to ensure our disadvantaged learners have equity of access to required support.

Close monitoring of whole school data collection points to ensure timely sharing of data with the wider staff group relating to the progress of disadvantaged pupils and the next steps required.

Development of a Pupil Charter to allow a focus on ensuring `cultural capital` is a focus for our disadvantaged pupils and that equity of access is in place.