

Pupil premium strategy statement – Kirkburton Middle School

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	495
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers.	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Chris Taylor
Pupil premium lead	Gill Senior
Governor / Trustee lead	Liz Godman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,815
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£94,815

Part A: Pupil premium strategy plan

Statement of intent

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 social, 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.

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	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 when 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 close the gap that existed on entry.
2	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.
3	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.
4	Lack of learning resilience - Our observations and pupil voice exercises have identified that some disadvantaged pupils struggle with challenge in lessons to a greater extent when compared to their non-disadvantaged peers. Work scrutiny also indicates that some disadvantaged pupils produce fewer extended responses in certain subject areas.
5	Social and emotional wellbeing – 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. These challenges particularly affect disadvantaged pupils. Low attendance is often a contributing factor
6	Sense of belonging – Our work with pupils has highlighted that a greater proportion of disadvantaged pupils have a lower sense of belonging when compared to their non-disadvantaged peers. This will often lead to a lower uptake of enrichment and cultural capital experiences by our disadvantaged cohort over time.

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	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. This will result in a more consistent access to the curriculum and other school-based activities.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports, class observations and work scrutiny 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.
Raising attendance in extra-curricular and enrichment activities which lead to a building of cultural capital.	Disadvantaged pupils participate more frequently in enrichment and cultural capital opportunities. Pupil voice and survey data show increased sense of belonging and improved enjoyment of school life.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 47,408

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>	1,2
<p>Maintain a clear drive to develop and sustain quality first teaching, based around Rosenshine's principles of instruction, in order to ensure that all pupils are challenged and that they engage fully with their learning. Pupils 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</p> <p>(Assessment and) Feedback to support progress +6 months</p> <p>Teaching and Learning toolkit EEF-Effective-Professional-Development-Guidance-Report</p>	1,2,3,4, 5
<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</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>	1

<p>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>Teaching mathematics at Key Stage 3 (DfE)</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</p> <p>Improving Reading comprehension through explicit vocabulary teaching</p> <p>word-gap.pdf (oup.com.cn)</p> <p>EEF Disciplinary Literacy: 7 strands</p>	<p>2,4,5</p>

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

Budgeted cost: £ 31,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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:</p> <p>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.</p> <p>Teaching and Learning toolkit 2021</p>	<p>1,2,3,4,5</p>

<p>Provision of 1:1 or small group intervention sessions in numeracy - Numicon, number stacks.</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>1,2,3,4,5</p>
<p>Introduction of an inclusion hub for pupils who struggle with the demands of a full-time mainstream curriculum.</p>	<p>EEF research into the use of internal alternative provision expected to be published in Autumn 2025. Understanding the use of internal alternative provision for... EEF</p>	<p>3,4,5,6</p>

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

Budgeted cost: £ 15,802

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. EEF Attendance interventions for school aged pupils.</p>	<p>ALL</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: Adolescent mental health: A systematic review on the effectiveness of school based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>3,5,6</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>	
Ensure wider participation in enrichment activities and extra-curricular opportunities	<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
Support fund: This will pay for uniform, equipment and other resources pupils need.	<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
Contingency fund for issues arising	<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: £ 94,815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, outcomes from standardised GL assessment tests, literacy intervention data and our own internal assessments.

The only nationally published data associated with the school are the key stage 2 assessments. It should be noted that pupils spend just 21% of key stage 2 at our school before taking these tests. They also take these tests in a transition year. Outcomes data for the past three years show pupils perform in line with or slightly below (but not significantly) their peers nationally in the tests. The only exception is maths where pupil performance is significantly below their peers.

All pupils sit GL assessment tests on entry to school and these show that disadvantaged pupils arrive significantly behind their peers. These tests also provide SATs estimates for pupils. When we compare pupil performance against these estimates, in general disadvantaged pupils perform in line or slightly better than the estimates showing they make good progress during year 6.

GL assessments are also conducted at the end of year 8 and we believe this presents a much more accurate picture of pupil progress in our school.

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 1.2 standardised score points for disadvantaged pupils in English. For non-disadvantaged pupils the improvement was smaller at 0.7 standardised score which led to a 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 10.0 standardised score points for disadvantaged pupils (94.9 to 104.9). This shows disadvantaged pupils, on average, arrived with scores below the national average and they left with scores above the national average of 100. These results demonstrate disadvantaged pupils made positive progress during their time at Kirkburton Middle; many joined working below the national average and left working in line with or above the national average.

Many disadvantaged pupils accessed additional tutoring this year and the data collected shows strong gains from the start to the end of their tutoring programmes.

Significant work continues in order to further raise levels of attainment for disadvantaged pupils; this includes several cross-phase projects with feeder first schools in order to ensure there is minimal loss in learning at transition. Subject specialists from the middle schools also support first school subject coordinators wherever capacity allows. There is also a formal programme of support delivered by the middle school as part of the local maths hub.

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.

Overall attendance figures were very strong last year and well above the corresponding national figures for both secondary and primary schools. This was also the case for disadvantaged pupils when compared to their peers nationally. The school also benchmarks itself against similar schools in order to ensure robust and challenging targets are set for attendance. The overall attendance figure of 91.1% for free school meals pupils in school last year was 2.7% above the similar school's median attendance. This placed the school as one of the top performing similar schools and the figure was comfortably above the national figure for all schools (both primary and secondary) of 90.4%.

Whilst attendance rates remain above national averages, we recognise there is still work to do in this area which is why raising the attendance of our disadvantaged pupils remains a high priority in school. Our ambition is to ensure disadvantaged pupils attend in line with their peers.

Numbers of disadvantaged pupils accessing trips, visits and clubs showed a positive picture based on 2024-2025. 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.

Last year marked the end of our previous pupil premium strategy plan and overall, we have seen some positive impact. This includes:

- Strong improvements in attendance rates
- Strong progress from year 6 – year 8 for disadvantaged pupils with a narrowing of the attainment gap in some areas.
- Improving outcomes at key stage 2
- Improved engagement in the wider life of the school for disadvantaged pupils
- Successes in tackling barriers to learning either through quality first teaching within the classroom or through the wealth of intervention strategies on offer

Whilst we have seen lots of successes, we recognise there is still much work to be done in this area however. As we move into a new three-year plan, our overall aims remain the same –

- Ensuring disadvantaged pupils make accelerated progress across year 6 – 8 in order to close the attainment gap.
- Close the attendance gap.
- Ensure disadvantaged pupils play a full part in school life both within and outside the classroom.