**Kirkburton Middle School- Pupil premium strategy statement**

**Purpose**

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds:

* generally face extra challenges in reaching their potential at school
* often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

**Eligibility and funding**

Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups.

**Free school meals**

Schools get £1,345 for every primary age pupil, or £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

**Looked-after and previously looked-after children**

Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child’s Personal Education Plan.

**Service premium**

The service premium is not part of the pupil premium as the rules to attract the service premium are different.

Schools get £310 for every pupil with a parent who:

* is serving in HM Forces
* has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support.

**Academically able pupils**

The pupil premium is not based on ability.

Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.

**School overview**

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| **Metric** | **Data** |
| School name | Kirkburton Middle School |
| Pupils in school | 509 |
| Proportion of disadvantaged pupils | 15.3% |
| Pupil premium allocation this academic year | £85,000 |
| Academic year or years covered by statement | 2019-2022 |
| Publish date | September 2020 |
| Review date | September 2021 |
| Statement authorised by | C Taylor |
| Pupil premium lead | V Joyce |
| Governor lead | V Green |

**Disadvantaged pupil progress scores for last (tested) academic year (18-19)**

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| --- | --- | --- | --- |
| **Measure** | **School Score**  **(disadvantaged)** | **National Average (disadvantaged)** | **National Average**  **(non- disadvantaged)** |
| **Reading** | -0.98 | -0.62 | 0.32 |
| **Writing** | -0.03 | -0.50 | 0.27 |
| **Maths** | -1.95 | -0.71 | 0.37 |

**Disadvantaged pupil performance overview for last (tested) academic year (18-19)**

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| --- | --- | --- | --- |
| **Measure** | **School Score**  **(disadvantaged)** | **National Average (disadvantaged)** | **National Average**  **(non- disadvantaged)** |
| **Meeting expected standard at KS2** | 43% | 51% | 71% |
| **Achieving high standard at KS2** | 5% | 5% | 13% |

**Strategy aims for disadvantaged pupils**

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| **Aim** | **Target** | **Target date** |
| **Progress in reading** | Achieve national average progress scores in KS2 Reading (0) | June 22 |
| **Progress in writing** | Achieve national average progress scores in KS2 Writing (0) | June 22 |
| **Progress in maths** | Achieve national average progress scores in KS2 maths (0) | June 22 |
| **Meeting expected standard at KS2** | Achieve in line with EEF family of schools average for disadvantaged – 56% | June 22 |
| **Achieving high standard at KS2** | Achieve in line with EEF family of schools average for disadvantaged – 6.5% | June 22 |
| **Year 8 GL exit data English**  **Year 8 GL exit data Maths** | Disadvantaged pupils achieving in line with or above national average for all pupils. Gap closing between KMS all and KMS disadvantaged. | June 22 |
| **Attendance** | Attendance gap between disadvantaged and all pupils in school closed | September 22 |

**Teaching priorities for current academic year**

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| **Measure** | **Activity** |
| Priority 1 | To embed the recent whole school curriculum review. To further improve the quality of teaching and learning across the school. A key focus on ensuring high levels of effective direct teacher instruction to aid subject specific aspects of the recovery curriculum. Whole school testing via GL assessment test in September to identify gaps in knowledge. |
| Priority 2 | Whole school focus on reading. To include-   * relaunch of Accelerated Reader across all years * the appointment of a whole school reading lead * reading lessons introduced into Year 7 & 8 * introduction of pupil reading champions * review of the English curriculum to include the introduction of new texts across all year groups |
| Barriers to learning these priorities address | High challenge, high support curriculum designed to provide challenge whilst keeping pupils engaged. High quality T & L ensures key knowledge is retained by pupils.  Encouraging wider reading for all.  Low literacy levels impact on the progress of pupils. |
| Projected spending | £8000 |

**Targeted academic support for current academic year**

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| **Measure** | **Activity** |
| Priority 1 | Establish targeted and timely small group literacy and numeracy interventions for low attaining disadvantaged pupils to be delivered by the ETA team. |
| Priority 2 | HLTA support attached to English and maths lessons in order to support those pupils making the least progress. |
| Barriers to learning these priorities address | Support which is carefully targeted and time specific will enable pupils to make accelerated progress in order to catch up with their peers.  Key focus on literacy development and reading. |
| Projected spending | £30000 |

**Wider strategies for current academic year**

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| **Measure** | **Activity** |
| Priority 1 | Appointment of key staff to support the achievement and attendance of disadvantaged pupils e.g. pupil premium champion, wellbeing team consisting of – Acting Deputy Headteacher, Non-teaching SENDCO, ETA wellbeing lead, pastoral support worker. This team to lead on the pastoral aspects of the recovery curriculum. They will also develop a strategy around wider parental engagement. |
| Priority 2 | Support with enrichment and extra-curricular activities.   * To ensure disadvantaged pupils have access to cultural capital experiences which can potentially enhance their engagement in school and in some circumstances raise their own personal aspirations. * To increase rates of participation in extracurricular activities for disadvantaged pupils |
| Priority 3 | Introduction of a new MIS to support with tracking, monitoring and reporting the attendance and achievement of disadvantaged pupils. This will be coupled with new systems to improve communications between school and home. |
| Priority 4 | Ensuring systems and strategies are in place to support disadvantaged pupils with blended learning. Purchase of handheld devices to be loaned to families in the event of a school lockdown. These will also be used in school to support catch-up programmes. Additional workbooks and study books to be purchased where families have limited internet access |
| Barriers to learning these priorities address | Increased parental engagement, access to online resources, access to the benefits that enrichment and extra-curricular activities can bring. |
| Projected spending | £40500 |

**Monitoring and implementation**

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring sufficient time is given over to allow for staff professional development and activities around monitoring the quality of teaching and learning. | Use of INSET days, Tuesday meeting time, SLT support with monitoring activities, SIP support where needed. Disadvantaged pupils a standing item on agendas at all levels. |
| Targeted support | Ensuring SENDCO and maths and English leads have the time and resources needed to plan and lead small group sessions. | New SENDCO appointment a non-teaching role, this will free up time to meet with colleagues and train staff. Time planned for SENDCO to meet with subject leads. HLTA have time to meet with department leads. |
| Wider strategies | Engaging the pupils and families facing the most challenges. | Wellbeing team to work closely with ‘hard to reach families’ |

**Review: last year’s aims and outcomes**

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| **Aim** | **Outcome** |
| Demonstrate improvements in national average progress scores in KS2 Reading - Target 0% by June 2022 | Key Stage 2 tests cancelled due to Covid-19 pandemic.  No national data available. |
| Demonstrate improvements in national average progress scores in KS2 Writing - Target 0% by June 2022 |
| Demonstrate improvements in national average progress scores in KS2 Maths  - Target 0% by June 2022 |
| Meeting expected standards at KS2. Achieve in line with EEF family of schools average for disadvantaged – 56% |
| Achieving high standard at KS2.  Achieve in line with EEF family of schools average for disadvantaged –6.5% |
| Year 8 GL exit data English | GL assessment tests cancelled due to Covid-19 pandemic |
| Year 8 GL exit data Maths |