



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

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	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	C Taylor
Pupil premium lead	V Joyce
Governor lead	L Godman

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

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)

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 – long term

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

* Please [see here](#) for more information about the ‘EEF family of schools’ database

Barriers to learning for disadvantaged pupils

In-school barriers include-

- Gaps in Literacy and Numeracy. Prior attainment on entry lower for disadvantaged group e.g. 2020 Y6 GL tests on entry show a 12 point standard age score gap between disadvantaged and non-disadvantaged pupils.
- Curriculum implementation needs improving in some areas in order to ensure all pupils receive quality first teaching at all times. Where this is not correct, it has a greater impact on the progress of disadvantaged pupils.
- Attitude to learning is an issue for a minority of disadvantaged pupils.

External barriers include-

- Lower rates of attendance for some disadvantaged pupils causes them to fall behind with their peers. The rate of persistent absenteeism (attendance below 90%) for disadvantaged pupils in school compared to their peers is greater than the national trend.
- Increased social, emotional and mental health issues are affecting the progress of some disadvantaged pupils

Our use of pupil premium funding to support disadvantaged pupils is guided by various sources of educational research including the findings of the Education Endowment Foundation ([see here for further details](#)). We are careful to pick the strands from their teaching and learning toolkit which we feel will have the most impact in our context. Whilst some approaches are standard each year, different cohorts have different needs and as such, the support offered will also vary from year to year.

Teaching priorities for current academic year

Measure	Activity	Rationale	Research reference	How we will measure impact
<p>Priority 1</p> <p>Embed quality first teaching</p>	<ul style="list-style-type: none"> To embed the recent whole school curriculum review. A high challenge, high support curriculum designed to provide challenge whilst keeping pupils engaged. 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 in order to ensure teaching is specific to pupils needs. <p>Jan 2021 GL tests and analysis completed. Curriculum & T & L work ongoing but pace hampered by Covid. Focus on embedding Rosenshine Principles and training middle leaders to effectively self-evaluate their subjects. Data capture 1 currently open.</p> <p>April 2021 January lockdown shifted T & L focus to remote education. All live lessons structured around Rosenshine Retrieval, explain, model, check for understanding, practice.</p> <p>June 2021 Curriculum intent in place.</p>	<p>Research shows the single biggest influence on pupil achievement is the class teacher. We need to ensure all pupils receive great teaching at all times. High quality teaching ensures pupils retain key knowledge effectively.</p>	<p>EEF toolkit strands including; feedback, metacognition, homework, mastery learning. Rosenshine's principles of instruction.</p>	<p>T & L monitoring processes. Pupil progress meetings. Assessment data both internal and external. Pupil voice.</p>

	<p>Reordering of long term plans due to lockdowns – key focus on the most important knowledge and skills.</p> <p>Teaching and learning non-negotiables launched at May INSET day.</p> <p>Compliance monitoring learning walks to monitor impact of INSET day.</p>			
<p>Priority 2</p> <p>Whole school reading strategy</p>	<p>Whole school focus on reading. To include-</p> <ul style="list-style-type: none"> • relaunch of Accelerated Reader across years 6 & 7 • the appointment of a whole school reading lead • reading lessons introduced into Year 7 & 8 curriculum • introduction of pupil reading champions • review of the English curriculum to include the introduction of new texts across all year groups <p>Jan 2021</p> <p>Accelerated reader relaunched as part of tutor time.</p> <p>Salford reading tests completed and reading interventions in place.</p> <p>Reading lessons in Y7 & 8 introduced and having a positive impact.</p> <p>Full English curriculum review. High challenge, high support.</p> <p>Reading lead post advertised but not filled yet.</p> <p>April 2021</p> <p>Temporary reading lead appointed.</p> <p>Full time recruitment started.</p> <p>June 2021</p>	<p>On average, reading comprehension strategies improve learning by an additional six months progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or over) who are not making expected progress.</p>	<p>EEF strands – reading comprehension strategies, metacognition and self-regulation, oral language interventions, phonics (for some)</p>	<p>Whole school reading strategy development plan produced to monitor progress in this area and measure impact.</p> <p>Accelerated reader tests and progress.</p> <p>Pupil progress meetings</p>

	<p>Reading lead for September in place. Accelerated reader becoming embedded. Book club/ reading group launched. Fortnightly recommended reads launched in class time and displays in every form room.</p>			
<p>Priority 3</p>	<p>HLTA support attached to English and maths lessons in order to support those pupils making the least progress.</p> <p>Jan 2021 Covid cover needs slowed progress in half-term 1. Catch up funding used to bring in cover supervisor to release HLTAs. HLTAs support in class and also provide discrete intervention.</p> <p>April 2021 Emerging evidence of impact HLTAs are having on pupil progress</p> <p>June 2021 HLTAs used in a variety of ways to support pupils. School to engage with National Tutoring Programme from September 2021</p>	<p>HLTAs will enable small group tuition to take place. This may sometime be led by the class teacher with the HLTA teaching the rest of the group, A reduction in class size will improve the quality of teaching and learning; for example by increasing the amount of high quality feedback or one to one attention pupils receive.</p>	<p>EEF toolkit strands including; feedback, metacognition, small group tuition, 1:1 tuition, reducing class sizes</p> <p>EEF – effective use of teaching assistants research</p>	<p>Pupil progress data. Intervention assessment data.</p>
<p>Barriers to learning these priorities address</p>		<ul style="list-style-type: none"> • Gaps in Literacy and Numeracy • Curriculum implementation issues 		
<p>Projected spending</p>		<p>£40000</p>		

Targeted academic support for current academic year

Measure	Activity	Rationale	Research reference	How we will measure impact
Priority 1	<p>Following diagnostic testing, establish targeted and timely small group literacy and numeracy interventions for low attaining disadvantaged pupils. To be delivered by the ETA team.</p> <p>Jan 2021 Lexia – literacy intervention introduced Numicon – numeracy intervention Power of 2 – numeracy intervention Dyslexia support – offered by ETA working alongside specialist teacher Covid has been a barrier at times</p> <p>April 2021 Interventions ongoing. Clear entry and exit criteria. Lockdown has affected pupil progress for some. Some 1:2 sessions delivered remotely.</p> <p>June 2021 Interventions relaunched following lockdown 2. These include- Fresh start phonics, Lexia, Reading groups, Numicon</p>	<p>Some pupils need targeted literacy and numeracy support to catch up.</p> <p>ETA team to deliver programmes and strategies that have been proven to increase rates of pupil progress.</p>	<p>EEF toolkit strands – 1:1 tuition, small group tuition</p> <p>EEF – effective use of teaching assistants research</p>	<p>SENDCO to oversee. All interventions to be costed and recorded on provision maps.</p> <p>Pre and post intervention testing.</p>
Barriers to learning these priorities address		<ul style="list-style-type: none"> • Gaps in Literacy and Numeracy • Curriculum implementation issues 		
Projected spending		£10000		

Wider strategies for current academic year

Measure	Activity	Rationale	Research reference	How we will measure impact
<p>Priority 1</p> <p>Improved attendance and parental engagement</p>	<p>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.</p> <p>Jan 2021</p> <p>New MIS in place.</p> <p>Piloting a new parental engagement platform.</p> <p>Remote parents' evenings planned this term.</p> <p>Attendance analysis software purchased.</p> <p>Attendance and pupil support officer (APSO) broker from LA.</p> <p>Attendance- PP attendance down slightly on this time last year. Most of this can be attributed to Covid.</p> <p>Autumn 2019 - 94.76% PA 13.3% (11 students)</p> <p>Autumn 2020 - 93.07% PA 17.9% (15 students)</p> <p>April 2021</p> <p>All systems in place.</p> <p>First reports and remote parents' evenings.</p>	<p>Involvement of parents has shown to have a 3 month potential gain according to EEF.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key issue. We cannot improve pupil attainment if they are not attending school. The gap between PP and Non PP attendance rates is narrowing but has not yet closed.</p>	<p>EEF toolkit strands – parental engagement.</p> <p>NfER research</p>	<p>Pupil attendance figures.</p> <p>Parents evening attendance figures.</p> <p>Parent voice.</p>

	Attendance difficult to measure against Covid backdrop.			
	<p>Provision of uniform and equipment for pupils who cannot afford it (on an individual basis) including the provision of bus passes etc. to help support attendance.</p> <p>Sep 2020</p> <p>Uniform vouchers distributed to families. Strategy to be reviewed in summer 2021.</p>	<p>“There is some evidence that in areas of very high poverty free school uniforms improve attendance; however this does not appear to be true in all areas.”</p> <p>- EEF toolkit. This approach will therefore need to be closely monitored.</p>	EEF research.	<p>Pupil attendance figures.</p> <p>Jan 2021</p> <p>See above.</p>
	<p>Provide breakfast for disadvantaged pupils where a need is identified.</p> <p>Jan 2021</p> <p>Covid has made this difficult. We need to revisit.</p> <p>April 2021</p> <p>Waiting for further easing of restrictions. Some ‘informal’ arrangements in place.</p> <p>June 2021</p> <p>Accelerated reader breakfast club launched for some pupils</p>	<p>The Institute of Fiscal Studies found that pupil attainment rose when children were provided with a breakfast. “Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day’s lessons.”</p> <p>https://www.ifs.org.uk/publications/8714</p>	IFS research into breakfast clubs	<p>Breakfast club attendance.</p> <p>Pupil attendance figures.</p> <p>Attitude to learning scores.</p> <p>Class charts.</p>

Measure	Activity	Rationale	Research reference	How we will measure impact
<p>Priority 2</p> <p>Wellbeing team</p>	<p>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.</p> <p>Jan 2021</p> <p>Staff appointed to key positions.</p> <p>Ongoing training and development work in relation new roles.</p> <p>ETAs delivering ‘zones of regulation’ cognitive behavioural approach used to teach pupils to self-regulate their needs and emotions.</p> <p>Some anecdotal evidence of improvements – behaviour & attitudes.</p> <p>Next step to quantify this evidence.</p> <p>Covid has made some work difficult.</p> <p>April 2021</p> <p>Team becoming more established but further lockdown has slowed progress.</p> <p>June 2021</p> <p>Plans in place for 21.22 academic year.</p> <p>Head of Key Stage 3 to be appointed</p> <p>Additional DSL to doing the team</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. The number of pupils with SEMH issues continues to rise, particularly as a result of school closure. Targeted interventions, which are delivered early and matched to specific pupils with specific SEMH needs, can be effective.</p>	<p>EEF toolkit strands – social and emotional learning, behaviour interventions, metacognition and self-regulation</p>	<p>Attitude to learning scores.</p> <p>Class charts.</p> <p>Reports from professionals.</p> <p>Pupil and parent voice.</p> <p>Referrals data</p>

	Alternative curriculum in place for final few weeks of the year to support a core group of pupils.			
<p>Priority 3</p> <p>Increased cultural capital and character building</p>	<ul style="list-style-type: none"> 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 To provide enrichment and careers related opportunities To support with enrichment and extra-curricular activities e.g. arts, sport, music etc. <p>Jan 2021</p> <p>Covid has hampered a lot of this work. Music lessons took place during autumn 2 half-term – five pupils accessed these.</p> <p>Y7 dance club – 25% PP.</p> <p>Y8 Gym club – 33% PP</p> <p>Y8 Aspirations, resilience and confidence workshop. All 15 participants PP.</p> <p>Y6 pantomime for all.</p> <p>Inter-form sports hall athletics for all.</p> <p>We are working on ways to offer remote enrichment / extra-curricular activities</p> <p>April 2021</p>	<p>Many disadvantaged pupils do not get the same opportunities outside of school as their peers. It is therefore essential we provide these in school in order to improve social mobility.</p> <p>These interventions should not only have an impact on achievement, they should also provide pupils with good habits and hobbies for life.</p>	<p>EEF toolkit strands – sports participation, arts participation, outdoor adventure learning</p>	<p>Participation numbers.</p> <p>Pupil and parent voice.</p> <p>Observations of pupils in lessons.</p> <p>Pupil progress and attitude to learning data.</p>

	<p>Virtual assembly by Olympic medallist. Author presentation. Careers interviews. Extra-curricular sport and music on offer once more. June 2021 Easter camp held using sports premium funding. PP families targeted. Year 5 summer school – focus on engaging pupil premium families.</p> <p>Overall a lot was achieved against the challenging backdrop of the pandemic. There will be a key drive in 21.22 to ensure PP pupils 'catch-up' in this area. This will involve work both within the curriculum and beyond.</p>			
<p>Priority 4</p> <p>Remote learning support</p>	<p>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</p> <p>Jan 2021 Lockdown has accelerated the need for this work. In general engagement levels are high. Devices issued where needed. 46 loans of laptops to date – 50% to PP.</p>	<p>Research shows the Covid 19 school closures had a much greater detrimental impact on disadvantaged pupils. This work will be tied in with the Covid catch up plan.</p>	<p>EEF Covid – 19 support guide for schools</p>	<p>Pupil progress data. Home learning engagement information.</p>

	<p>Most vulnerable invited into school. Y6 9/37 PP (24%) Y7 9/39 PP (23%) Y8 9/26 PP (38%) Data capture 1 will give first indications of impact. 'Resources bus' has gone out into the community. April 2021 School now well prepared to support pupils and families with remote learning and associated catch-up.</p>			
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Attitude to learning is an issue for a minority of pupil premium pupils. • Lower rates of attendance for some disadvantaged pupils causes them to fall behind with their peers. • Increased social, emotional and mental health issues needs are affecting the progress of some disadvantaged pupils. 			
<p>Projected spending</p>	<p>£30500</p>			

Please note – Given the backdrop of the pandemic, a conscious decision was made to allocate a greater proportion of funding than usual to 'wider strategies'. In 2021 – 2022, funding will be allocated roughly as follows-

- High quality teaching – 50%
- Targeted academic support – 25%
- Wider strategies – 25%