

Madeley School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Madeley School
Number of pupils in school	706
Proportion (%) of pupil premium eligible pupils	12% (87 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	L Nixon, Headteacher
Pupil premium lead	T Ostrowski, Assistant Principal
Governor / Trustee lead	Mark Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60814
Recovery premium funding allocation this academic year	£17122
School led tutoring funding	£10530
Total budget for this academic year	£88466

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding progress and achieve very high attainment across the curriculum. Furthermore, we seek to instil our Core Values and develop their; Confidence, Resilience, Aspiration, Positivity, Enjoyment, Politeness, Pride & Respect, and Confidence.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and professional development is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, such as numeracy and literacy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We have planned a compressive National Tutoring Programme that takes place after school, and have a morning intervention programme to further support pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need 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

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Issues relating to <u>attendance</u> (LH)</i></p> <p>From our experience, we have found that the most disadvantaged pupils are more likely to have low attendance and higher persistence absence levels in KS3 and KS4. This has a negative impact on their GCSE results.</p>
2	<p><i>Low <u>numeracy</u> levels on beginning KS3 (RM/WW)</i></p> <p>The attainment of disadvantaged pupils as they join Madeley School is generally lower than that of their peers, and teacher diagnostic assessments suggest a lack of key numeracy skills.</p>
3	<p><i>Low <u>reading comprehension</u> levels on beginning KS3 (LF/SN)</i></p> <p>We have found that disadvantaged pupils generally have lower levels of reading comprehension than their peers when they join Madeley School. This is evidenced through standardised scores, age-related reading scores, assessments, and observations with pupils. This impacts their progress in all subjects.</p> <p>Disadvantaged students are also less likely to be exposed to (or have access to) a range of challenging reading materials and therefore their vocabulary can be limited. This can also be connected to a cultural capital deficit between the disadvantaged students and their peers.</p>
4	<p><i>Low <u>literacy</u> attainment on beginning KS3 (LF/SN)</i></p> <p>This is particularly pertinent with the current Year 8 and Year 9 students who have missed significant episodes of teaching in Years 5 and 6, meaning the usual targeted support and teaching and learning leading to National SATs examinations has been greatly affected. Baseline tests suggest that a large proportion of disadvantaged pupils have noticeably weaker technical accuracy skills in their writing compared to previous cohorts.</p>
5	<p><i><u>Homework</u> completion (AS)</i></p> <p>Our pupils from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement in school from their family.</p>
6	<p><i>Raising <u>aspirations</u> (LR/TO)</i></p> <p>Generally, our disadvantaged pupils are more likely to come from families who have had little experience of higher education. Consequently,</p>

	going on to university-level study can be seen as an unrealistic goal. Pupils from disadvantaged backgrounds often need extra support to make them aware of their options as part of our CEIAG programme.
7	<p>Attendance at <u>extra-curricular</u> clubs and <u>enrichment</u> activities (LR)</p> <p>Attendance at extra-curricular clubs and enrichments activities can be inconsistent for disadvantaged pupils and they need structured and financial support to ensure they access this cultural capital.</p>
8	<p><u>Emotional</u> and pastoral support strategies (LH)</p> <p>Our observations, discussions with pupils and families and teacher referrals for support have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by; long term effects of lockdowns, concern about catching up lost learning and future prospects, and the lack of enrichment opportunities due to the pandemic.</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
<p>Attendance (LH) To raise the levels of attendance and punctuality for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> Attendance statistics and comparisons (weekly and termly) Comparison of disadvantaged pupils' attendance and punctuality
<p>Progress (TO) To ensure disadvantaged pupils make comparable progress to our other</p>	<ul style="list-style-type: none"> Positive progress 8 score in line with their non-disadvantaged peers in all elements (Maths, English, EBacc and Open). Percentage passing English and Maths GCSEs
<p>Reading / Literacy (LF/SN) Improved reading comprehension levels for our disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> Tracking through Literacy Assessment Online will be able to track the reading and spelling ages of students. Improved reading, literacy skills and spelling ability of the disadvantaged students and a 'closing of the gap' between them and their non-disadvantaged peers. Engagement in lessons and book scrutiny will subsequently improve.
<p>Homework (AS) To close the gap in homework completion between disadvantaged and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> Reported homework quality and completion from class teachers Class Charts analysis shows high numbers of disadvantaged pupils completing homework on time to a good standard.
<p>Extra curricular & enrichment activities (LR) To improve attendance at extra curricular and enrichment activities</p>	<ul style="list-style-type: none"> a significant increase in participation in extra curricular and enrichment activities, particularly among disadvantaged pupils. All our disadvantaged pupils have the necessary financial support and encouragement to access any clubs, enrichment activities, uniform or equipment
<p>Raising aspirations (LR/TO) All of our pupils, including our</p>	<ul style="list-style-type: none"> Our disadvantaged pupils experience a high quality CEIAG programme and have first access to Careers advice and support School culture focuses on Core Values which raise aspirations

<p>disadvantaged pupils have high aspirations</p>	<ul style="list-style-type: none"> • Our disadvantaged pupils continue with employment, education or training post 16
<p>Emotional, pastoral and financial support (LH/JC/TO)</p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. 90+% of stakeholders are saying they have high levels of wellbeing.

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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality-first teaching and professional development (AS)</p>	<ul style="list-style-type: none"> • Using the Madeley Magnificent 7 teaching strategies • Focused feedback and use of the marking and feedback policy for support and guidance. • CPD focus on upskilling teachers with the support of Teaching & Learning Champions. • Programme of sharing best practice including at development sessions and through the Lesson Visit Enquiry Project. <p>EEF Toolkit Feedback: Very high impact for very low cost based on extensive evidence.</p> <p>EEF: Teacher Feedback to Improve Pupil Learning</p>	<p>1,2,3,4,5,6,7,8</p>
<p>Introduction of the digital strategy (AS)</p>	<ul style="list-style-type: none"> • Technology to support home learning and completion of homework. • Improved engagement in class <p>EEF: The Impact of Digital Technology on Learning: A summary for the Education Endowment Foundation</p>	<p>1,2,3,4,5</p>
<p>Phonics training and resources (EB)</p>	<ul style="list-style-type: none"> • The EEF toolkit has found that phonics has “high impact for very low cost based on very extensive 	<p>3,4</p>

	evidence". The estimated impact of phonics is +5 months.	
Mastery approach to Maths teaching. (RM/WW)	<ul style="list-style-type: none"> • Assess pupils' prior understanding using high quality formative and summative assessment. • Recap and retrieval practices consistently. • Non secondary ready pp students placed in smaller nurture groups in the Maths Hub. • Staff strategically placed to teach key students. <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	2
Whole school literacy strategy (SN/LF)	<ul style="list-style-type: none"> • Improving literacy in all subject areas in line with the whole school literacy strategy • Reading focus in KS3 to accelerate progress and increase engagement: • Reading 'scrum' group to improve the reading skills for all pupils in all subjects. • Development of the literacy hub <p>Improving Literacy in Secondary Schools guidance.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily</p>	3,4,5

	<p>linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	
<p>Purchase of standardised diagnostic assessments. (TO/SL)</p>	<ul style="list-style-type: none"> • Cognitive ability tests carried out in Y7 • Literacy assessment online assessments <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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,3,4
<p>Accountability cycle (intervention weeks) involving progress for all year groups (TO/AS)</p>	<ul style="list-style-type: none"> • Pupils to complete SWAN assessments (strength, weaknesses and next steps) prior to an intervention week • Intervention weeks used to reflect and review pupil progress. • In class interventions used to close gaps following assessments Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) 	2,3,4

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

Budgeted cost: **£32000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring programme in place</p>	<ul style="list-style-type: none"> Comprehensive tutoring programme in place for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. <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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <ul style="list-style-type: none"> Small group tuition Toolkit Strand Education Endowment Foundation EEF 	<p>2,3,4,5,6,7</p>
<p>Targeted peer reading programme (LF)</p>	<ul style="list-style-type: none"> Peer reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. <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> <ul style="list-style-type: none"> Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF 	<p>3,4</p>
<p>Online education platforms (such as Mathswatch). (RM/WW/LF/SN/EB)</p>	<ul style="list-style-type: none"> We have found that online platforms are an accessible way for our pupils to access resources easily at home. TT rockstars shows a high percentage of disadvantaged pupils accessing and improving. 	<p>2,3,4</p>

	<ul style="list-style-type: none"> Mathswatch shows disadvantaged pupils accessing and improving. 	
Word of the Week. (LF)	<ul style="list-style-type: none"> Focus on key words during form time every week that are used around school. 	3,4
10min Book Club.(LF)	<ul style="list-style-type: none"> Structured reading programme. 	3,4
Literacy Assessment Online. (LF)	<ul style="list-style-type: none"> Online tool to assess literacy skills so that interventions can be put into place. 	3,4
KS3 Reading Journal. (LF/SN)	<ul style="list-style-type: none"> Reading encouraged at home in addition to during school. 	3,4
Year 11 intervention during and after school (TO)	<ul style="list-style-type: none"> A morning intervention programme for Y11 pupils (RAPP) After school revision programme in place Supports pupils to close their learning gaps in a number of subjects. Focus on retrieval and recap 	3,4,5

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative Practice Programme (LH)	Restorative practice programme for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff. EEF: Improving Behaviour in Schools	6,8
Attendance monitoring office member of staff	<ul style="list-style-type: none"> Target pupil's attendance and punctuality through weekly analysis. 	1

and attendance interventions based on weekly data (LH)	<ul style="list-style-type: none"> To identify pupils at risk of PA and instigate attendance clinics and parental support. Raise the profile of attendance through use of TVs, form tutors, assemblies, competitions, reward assemblies greater use of VIP education through targeted actions and pupils Quicker use of statutory action Further CPD for staff involved in attendance and how to improve it 	
Hardship fund	<ul style="list-style-type: none"> Funding to support with the purchase of equipment, payment of extracurricular opportunities or other costs that will support our disadvantaged pupils. 	1,2,3,4,5,6,7,8
Comprehensive extracurricular and enrichment programme (LR/CL)	<ul style="list-style-type: none"> Staff track and encourage disadvantaged pupils to attend extra curricular and enrichment activities to develop their cultural capital. Arts participation, including participation in music has been found by the EEF to have a strong positive impact at relatively low cost. <p>EEF Toolkit Arts participation</p>	7
Pastoral Support Worker (LH/JC)	<ul style="list-style-type: none"> Following the pandemic, and since the cost of living crisis, we have found a reduction in pupil well being. In response, the school has recently appointed a Pastoral Support Worker to help pupils who are struggling with coping with various difficulties such as low mood, family disruption etc. This intervention also contributes to the “Raising aspirations” strand of the EEF toolkit. 	1,2,3,4,5,6,7,8
CEIAG and external speakers programme (LR)	<ul style="list-style-type: none"> A number of our disadvantaged pupils have had a lack of knowledge regarding careers and post 16 next steps. Madeley School has organized a number of external speakers to 	6

	explain about different careers paths as part of the revamped CEIAG programme.	
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Total budgeted cost: £82,000

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 2021 to 2022 academic year.

Closing the gaps: Disadvantaged pupils

A significant amount of work from all departments was geared towards disadvantaged pupils for the Class of 2022 and over the last five years. In 2022 the cohort numbers for PP were very small [8 pupils]. This has meant that the impact of specific outlier individuals can have a skewed statistical affect on the overall outcomes of disadvantaged pupils (P8 of -0.69. The biggest positive impact was seen in Maths, which had a P8 score of 0.25.

Previously, the PP progress 8 score had improved for four consecutive years, and was in line with non PP pupils in 2018. **The gap had been closed!** In 2020, there was a significant improvement when compared to 2019 as the P8 score rose by **0.79**. In 2021, the P8 **increased by 0.24**, and the English (0.12) and Maths (0.14) progress scores are our strongest on record.

Covid-19 had a varying negative impact on the outcomes and progress of our disadvantaged pupils in different subjects. Our analysis showed that partial closure and subsequent remote learning was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. Our high quality remote learning package and laptop programme for disadvantaged pupils mitigated some of this.

The school completed a very successful Pupil Premium Review on Sep 19th and 20th 2019, the results of which are shown on the school website. The school continues to build on the findings of this report, many of which are in our PP strategy.

Externally provided programmes

Programme	Provider

Service pupil premium funding (6 pupils currently on roll)

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We have a range of after school clubs & enrichment activities, and encourage all disadvantaged pupils including service children to attend. For example, the school pays for all music lessons for disadvantaged pupils, and support attendance such as Stanton Bowers residential trips. This supports friendships with service pupils.</p> <p>Emotional Coaches support pupils as and when they are needed, particularly during any Service deployment.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Our small cohort of Service pupils have excellent attendance in school, and staff report that they are happy and thriving.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- An Agile approach to continual improvement
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., We have a highlight successful Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported financially to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.