



Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Scissett Middle School
Number of pupils in school	589
Proportion (%) of pupil premium eligible pupils	13.8% (81)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it was last reviewed	October 2024
Date on which it will be next reviewed	October 2025
Statement authorised by	Chris Taylor, Executive Headteacher
Pupil premium lead	Ruth Pocock
Governor / Trustee lead	Liz Godman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,960

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 Scissett 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.

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>Numeracy attainment – 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 Scissett, 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 attainment – 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 is generally excellent, there is a gap between the attendance of disadvantaged and non-disadvantaged pupils. This is true for both overall absence and also those pupils who have an attendance of less than 90% and are therefore classified as persistently absent. 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 needs - Our increase in referrals and discussions with pupils and families 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 concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils. This has also been witnessed with attendance issues.</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	Disadvantaged pupils to make accelerated progress from their start points; Disadvantaged pupils to attain in line with their peers.
Improved reading comprehension among disadvantaged pupils across KS3.	The use of reading programmes will help our weaker disadvantaged pupils to read fluently which will then allow them to access other curriculum areas. Literacy will be championed in all subject areas which will allow pupils to progress across the curriculum. This will be evidenced in improved assessment grades across all literacy-based subjects.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	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.
Improve metacognitive and self-regulatory skills amongst disadvantaged pupils across the curriculum.	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.
Improve pupils resilience and coping techniques to help them achieve in their learning.	Through teacher observations and pupil voice we will see sustained high levels of pupil wellbeing. This will be evidenced by a reduction in pupils that require additional support to cope with the demands of school and/or home life.
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).	Sustained high attendance on school visits and at school clubs demonstrated by: ALL disadvantaged pupils to have high participation rates in school clubs and extra-curricular activities. 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 Scissett. ALL disadvantaged pupils given the opportunity to take part in one residential visit during their time at Scissett.

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: £52,480 (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>1,2,4</p>

	<p>Improving Literacy in Secondary Schools</p> <p>Improving Reading comprehension through explicit vocabulary teaching word-gap.pdf (oup.com.cn)</p> <p>EEF Disciplinary Literacy: 7 strands</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 to 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 Scissett 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>	2
<p>Developing metacognitive and self-regulation skills in all pupils.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment.</p> <p>EEF metacognition and self-regulation</p>	4
<p>Staffing for 'Fast Track' groups in Year 6.</p>	<p>This allows for smaller groups that will contain our weakest pupils academically. This means these pupils will have more opportunity to progress in a smaller class, with additional support and reach their potential.</p>	1, 2, 3, 4, 5
<p>Re-timetabling so all year groups have class time after lunch.</p>	<p>This allows Year 6 pupils to have targeted numeracy and literacy intervention each day.</p> <p>This allows Year 7 and 8 to improve literacy through class reading, individual reading and debate work.</p>	1, 2

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

Budgeted cost: £26,240 (approx.)

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</p>
<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)</p> <p>And in small groups:</p> <p>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</p> <p>Teaching and Learning toolkit 2021</p>	<p>1,2,3,4</p>
<p>Targeted numeracy intervention, this takes place before school and using numeracy mentors.</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Numeracy mentors peer tutoring:</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: £26,240 (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>	<p>ALL</p>
<p>The recruitment of two behaviour and wellbeing workers to support pupils.</p> <p>Colleagues will support with a range of bespoke pastoral care interventions (inclusive of external agency intervention where appropriate) to support pupils and remove barriers to their learning. These will include; access to therapy dogs, 'room 19' social space, structured play opportunities, anxiety group, therapy groups, social skills intervention, organisation group, dyspraxia group, love of reading group to engage the reluctant reader.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</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>The average impact of behaviour interventions is four additional months' progress over the course of a year. Teaching and Learning toolkit 2021</p>	<p>3,4,5</p>
<p>Appointment of a full-time inclusion officer</p>	<p>This is a new appointment to our pastoral structure. The inclusion officer will work with some of our most vulnerable pupils and families in order to help address and remove any barriers to success. They will also form close links with outside agencies in order to ensure all pupils attend and achieve.</p>	<p>3, 4, 5, 6</p>

<p>Enrichment; funding will be available for trips/clubs, music trips, reading books.</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>	<p>6</p>
<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>	<p>3, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, 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>	<p>All</p>

Total budgeted cost: £104,960

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, outcomes from standardised GL assessment tests, literacy intervention data and our own internal assessments.

For the second year in a row, the school achieved some of its best SATs results ever, which was extremely pleasing to see. Following significant improvements in 2023, the achievement of disadvantaged pupils showed further improvement in many areas. For example, 69% of disadvantaged pupils met the expected standard in reading, up 13% on 2023; this figure is 6% above the national average for disadvantaged pupils. 50% of disadvantaged pupils achieved the expected standard in reading, writing and maths. This figure was up 9% on 2023 and is 4% above the 2024 national average for disadvantaged pupils. There is still work to be done in relation to SPAG scores, part of which is down to the introduction of a new scheme in English last year, and also the percentage of pupils achieving the higher standard in some areas. Our ambition remains that disadvantaged pupils in our school achieve, at the very least, in line with all pupils nationally.

Once again, the school ran a variety of intervention and 'catch up' programmes in order to support those pupils working below age related expectations much of which were funded using pupil premium funding.

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.

The school appointed a tutor using monies from the national tutoring programme and supported by pupil premium funding. Assessment data, both internal and external, demonstrates pupils in receipt of tutoring made better than expected progress which enabled gaps in achievement to be narrowed and in some cases closed.

Other intervention approaches supported by pupil premium funding included; numeracy mentoring, pre-learning intervention, overlearning intervention, 1:1 tuition and a 'walking, talking' mock. The impact of this work can too be seen in the SATs results and the GL assessment results.

Our internal data and the external GL assessments, completed by pupils when they join and leave our school, demonstrate that our disadvantaged pupils make good, and in most cases excellent, progress during their three years at Scissett. The standardised scores for our outgoing year 8 cohort improved by 2.6 points in English and 11.8 points in maths from year 6 entry to year 8 exit. These scores show disadvantaged pupils made better than expected progress in both subjects during the three years they were in school, significantly so in maths.

Whilst still below pre-pandemic figures, overall attendance figures were up by 0.2% this year. For disadvantaged pupils, overall attendance was up 1% which shows our work in this area is continuing to have impact. There continues to be a gap in persistent absence rates (pupils with attendance below 90%); this gap narrowed last year however. The whole school figure dropped by 1.4% whereas the disadvantaged pupils figure dropped by 6.4%. Whilst there have been some pleasing improvements last year, we recognise there is still work to do in this area which is why raising attendance of our disadvantaged pupils continues to be a whole school priority.

Whilst our observations show that pupil wellbeing and mental health are still a challenge for many, positive progress was made in this area last year. The school employs a behaviour support worker and a family outreach worker, partly funded by pupil premium funding. Both of these staff work closely with pupils and families in order to ensure barriers to learning are overcome and their child succeeds in school. There were plenty of successes in this area last year. We will therefore be using pupil premium funding once again this year to provide wellbeing support for all pupils and targeted interventions where required.