

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Scissett Middle School |
| Number of pupils in school | 619 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2025/2026 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Ann Large, Headteacher |
| Pupil premium lead | Ruth Pocock |
| Governor / Trustee lead | Lorraine Simpson. |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £96685 |
| Recovery premium funding allocation this academic year | £16820 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £113505 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

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 good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, but in particular in numeracy and literacy as these skills are skills for life not matter what pathway the pupil decides to take. 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 is at the heart of our approach, as this is more effective for all pupils than putting intervention in later. Our aim is to provide excellent teaching for ALL and this will benefit the disadvantaged pupils and the non-disadvantaged. Our focus will be on strategies that will benefit the disadvantaged most but this will not disadvantage their peers.

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 | Numeracy attainment – The maths attainment of disadvantaged pupils is generally much lower than that of their peers on entry in Year 6. Strategies need to be put in place to close that gap as quickly as possible so PP pupils are able to make the same level of progress as their peers. GL assessments are done on entry in Year 6 and this indicates that there is a gap between PP and non-PP |

| | |
|---|---|
| | pupils. The average SS score for PP pupils is 93.1 (all Y6 pupils is 101), |
| 2 | Literacy attainment – The literacy attainment of disadvantaged pupils is generally lower than that of their peers on entry in Year 6. Although this gap does narrow during their 3 years at our school, an attainment gap still exists at the end of Year 8 between our disadvantaged and non-disadvantaged pupils. GL assessments are done on entry in Year 6 and this indicates that there is a gap between PP and non-PP pupils. The average SS score for PP pupils is 95.9 (all Year 6 is 102.2) |
| 3 | How pupils learn – Our observations suggest that disadvantaged pupils are less able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. |
| 4 | Social and emotional needs - Our increase in referral 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, including their attainment. This has also been witnessed with attendance issues. |
| 5 | Attendance – Whilst attendance is generally excellent, there is a gap between the attendance of disadvantaged and non-disadvantaged pupils. Last year the absence figure for PP pupils was 9.19% compared to 5.28% for non PP. 30.21% of PP pupils were persistent absentees from school compared to a whole school figure of 11.03% This is clearly an issue that needs to be addressed. |

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 gap in Maths attainment. | GL assessments done at the end of each year will show that the gap is closing between the disadvantaged and non-disadvantaged pupils. By the time they leave in Year 8 those GL assessments will demonstrate that the gap is closed. |
| Improved reading comprehension among | The use of reading programmes will help our weaker disadvantaged pupils to read fluently which will then allow them to access other curriculum areas. |

| | |
|--|--|
| disadvantaged pupils across KS3. | 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. |
| Improve metacognitive and self-regulatory skills amongst disadvantaged pupils across the curriculum. | Teacher reports, class observations and pupils use of the 'Ownership of Learning' will demonstrate that DA pupils are more able to monitor and regulate their learning. This will be supported by an increase in homework completion and improved results in assessment. There are also several CPD sessions calendared for the academic year to support staff and share good practice. |
| 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 well being. This will be evidenced by a reduction in pupils that require additional support to cope with the demands of school and/or home life. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% higher than their peers. |

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: £67,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of standardised diagnostic assessments. GL Assessments. | 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: | 1, 2, 3 |
| Developing metacognitive and self-regulation skills in all pupils. | 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: | 4 |
| Staffing for two 'Fast Track' groups in Year 6. | This allows for two smaller groups that will contain our weakest pupils academically. This means these pupils will have more opportunity to progress in a smaller class and reach their potential. | 1, 3, 4 |
| Re-timetabling so all year groups have class time at the end of the day. | This allows Year 6 pupils to have targeted numeracy and literacy intervention each day. This allows Year 7 and 8 to improve literacy through class reading, individual reading and debate work. | 2 |

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

Budgeted cost: £10,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted literacy intervention, this takes the form of Fresh Start and using Literacy Mentors. | 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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF | 2 |
| Targeted numeracy intervention, this takes place before school and using Numeracy Mentors. | 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1 |

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

Budgeted cost: £36,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| The recruitment of two Behaviour and Well Being workers to support pupils. Pupils have access to two therapy dogs. Room 19 is available during social time. | There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can | 4,5 |

| | | |
|---|--|----------------|
| <p>Structured play inside and outside for pupils who need it.</p> <p>Anxiety Group before school.</p> <p>Therapy groups including Lego and Art.</p> <p>Social Skills Intervention.</p> <p>Organisation Group.</p> <p>Dyspraxia Group.</p> <p>Love of Reading group to encourage the reluctant reader.</p> | <p>reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> | |
| <p>Introduction of 'Alternative Provision'</p> | <p>This will allow pupils who are struggling to attend school full time and opportunity to build up their resilience. It will allow pupils with poor attendance to build up confidence and close any knowledge gaps so they are able to return to the classroom.</p> | <p>1,2,4,5</p> |
| <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>An attendance worker will engage with parents where attendance is an issue.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> | <p>5</p> |
| <p>Enrichment; funding will be available for trips/clubs, music trips, reading books.</p> | <p>To ensure that all pupils get a range of experiences and opportunities in school.</p> | <p>4</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, 4</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: £113,600

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.

Our internal data and the external GL assessments that our Year 6 and Year 8 pupils complete yearly demonstrate that our PP pupils do make good progress. Our current Year 8 cohort have made 13.93 progress between the Year 6 and Year 8. However the gap remains due to all pupils receiving quality teaching. This year we trialled targeted intervention before school so pupils were not missing valuable teaching time with their subject teachers. This has been exceptionally successful as the data has proved. Of the 15 Year 7 pupils receiving the breakfast club intervention 100% of them reached their Year 7 target and 13% exceeded their target. Similarly in Year 8, 11 pupils regularly attended the breakfast intervention and 100% reached their target whilst 9% exceeded. Consequently we are going to increase the amount of out of lesson interventions next year, arranging more before school intervention but also introducing some after school intervention too. This will allow us to reach a larger number of pupils.

Attendance data shows that there is a significant issue with attendance with PP pupils. 30.21% of our persistent absentees are PP pupils. On reflection of that fact a member of staff has been given time on their timetable to be able to contact parents each day if one of our PA pupils are absent and be able to work to get those pupils back into school as quickly as possible. This will also start to develop relationships between those families and school to allow us to offer more support.

On further reflection of our increasing number of pupils with EHCP there is a clear link with PP. 62% of our EHCP pupils are also PP pupils and in Year 8 this increases to 100%. As a result there is a lot of specific support in our new plan to help pupils with specific needs.

Our observations show that pupil wellbeing and mental health are still being impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We are using pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.