

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	Seaton Sluice Middle School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	26.3% (82)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	John Barnes (Executive Head Teacher)
Pupil premium lead	Joe Elliott
Governor / Trustee lead	Lauren Coatsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96046
Recovery premium funding allocation this academic year	£12180
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	£108226

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- That no pupil is disadvantaged by their financial or social circumstances.
- That disadvantaged learners have curriculum and wider curriculum equality with their non-disadvantaged peers and that the curriculum gives them the knowledge, skills and cultural capital they need to succeed in life.
- That disadvantaged learners make increasingly good progress year on year.
- That disadvantaged learners receive high quality teaching that supports them in becoming literate, independent, numerate, and culturally aware.
- That disadvantaged learners are supported pastorally, so that their behaviour, emotional resilience, and mental health do not act as barriers to achievement.

Key principles of the strategy plan

Seaton Valley Federation will take a three-tiered evidence-based approach (recommended by the Education Endowment Foundation) in this strategy to achieve the intended outcomes. The three-tier approach will focus on teaching, targeted academic support, and wider school strategies. High quality teaching will be at the heart of our approach, with a focus on strong in class support for disadvantaged learners. This has proven to have the greatest impact on closing the attainment gap between disadvantaged learners and their non-disadvantaged peers. We also base our strategy on the individual needs of our disadvantaged learners and not on assumptions about disadvantage. We also ensure that in order to make the biggest difference, we focus on a small number of evidence based strategies with a proven track record of success.

We will be linking this strategy with the federation's development plan to ensure a consistent federation wide approach and is consistent with the federation's plans for recovery from the Covid-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged learners have poor literacy, numeracy and independent learning skills.
2	Some disadvantaged learners engage poorly with reading and have reading ages lower than their chronological age.
3	There is a vocabulary gap between some disadvantaged learners and their non-disadvantaged peers.
4	Some children from a disadvantaged background's attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort.

5	Many of our disadvantaged pupils lack cultural experience, knowledge, and skills that they need to succeed in life.
6	Some disadvantaged learners and their families have low aspirations for the future and do not fully engage with school.
7	The impacts of Covid19 and Lockdown have had a disproportionate effect on disadvantaged pupils compared to their peers.

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
Improve 'quality first teaching' in all classrooms so that the progress of disadvantaged learners is accelerated in all cohorts.	School quality assurance processes (learning walks, lesson observations, work scrutiny) show that disadvantaged learners experience learning episodes that allow at least good progress to be made.
Diminish the gap in attainment in reading, writing and maths between disadvantaged and non-disadvantaged learners	The attainment gap between disadvantaged learners in school and others nationally is smaller. Disadvantaged learners in year 6 achieve challenging targets in attainment.
Improve the performance of disadvantaged learners in reading, developing independence and a love of reading in disadvantaged learners.	Disadvantaged learners' reading ages will increase. Disadvantaged learners will read a wide range of texts regularly and independently. A love for reading will be part of our school culture.
The cultural experience of disadvantaged learners will increase and broaden. Their aspirations and engagement with school will improve.	All disadvantaged learners will engage with at least one extracurricular activity per year. Tracking of extra-curricular activities will demonstrate the breadth of opportunities offered to disadvantaged learners. Attendance rates will decrease and parental engagement at school functions will improve..
Financial barriers that prevent learning are removed and disadvantaged learners have equity across all school areas with their non-disadvantaged peers.	No disadvantaged learner will be excluded from any school activity due to financial reasons. All pupils will have equipment/uniform required to take part in their learning without these barriers.

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: £ 25,000

Activity - Tier 1 (in class teaching)	Evidence that supports this approach	Challenge number(s) addressed
<p>LINC - Literate ORACY - All pupils will continue to take part in Oracy (oral literacy) and P4C activities as part of a whole school initiative started with the North of the Tyne Oracy Project.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 7
<p>LINC - Literate Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p> <ul style="list-style-type: none"> ● Helen Arkell (HAST-2) Spelling Test ● Blackwell - Spelling Test ● York Assessment of Reading Comprehension (Secondary) ● York Assessment of Reading Comprehension (Primary) ● NFER - Group Reading Test ● Read Write Inc - 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 7
<p>LINC - Literate Reading Comprehension Strategies</p> <ul style="list-style-type: none"> ● Use of structured questioning to develop reading comprehension. ● Whole novel studies, including targeted reading aloud and book discussion. ● One guided reading session per week in KS2 with extra Teaching Assistant. ● Reciprocal reading programme training for staff ● Weekly visit to the library, with input from Federation librarian ● All PP pupils have a challenging reading target to work towards. ● Subject specific language across the curriculum ● 7 Stories (Mastery Programme) 	<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 suggests Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) have a positive impact on pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 7
<p>LINC - Independent</p>	<p>Although based on limited evidence, Homework is proven to have a high impact on pupils' progress. Homework activities include but are not limited to home reading activities, longer projects</p>	1, 2, 3, 4, 5, 6, 7

<p>Creating more independent pupils will be targeted in the following ways:</p> <ul style="list-style-type: none"> • Homework clubs available to all • Peer assessment using marking ladders and success criteria • Self Assessment • Lend from a friend • Teaching Meta-Cognition • Displays • School Planner • Pupils give writing scaffolds and sentence starters to help write • Differentiating curriculum <p>Attendance Strategies</p> <ul style="list-style-type: none"> • New display board in the hall to show weekly attendance of individual classes and running totals. • The class with the best attendance each week will have early lunch on a Friday • Class with best attendance per half-term will have a non-uniform day • Each half-term - HOY assembly - certificate/prize? for individuals 100% attendance. • End of year attendance prize for 100% attendance for whole year • Reintroduce staff informing pupils of individual attendance each week - recorded in planner • Form teachers to get attendance data for classes to enable them to act as 'mentors' for x 2 PAs in each class to 'check in' with them • (For PAs - they could be quietly offered an extra free lesson once a month for full attendance. KMa has trialled this in the past and it has worked well). 	<p>and more directed and focused work such as revision for tests. This also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Peer tutoring has a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. There are benefits for both tutors and tutees with all pupils appearing to benefit from peer tutoring, but low-attaining pupils and those with special educational needs make the most progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>Extensive evidence suggests that Feedback has a very high impact on pupil progress at very low cost. Feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</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>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	
<p>LINC - Numerate</p> <ul style="list-style-type: none"> • Implement a 'Focus 5' each half term whereby 5 students from PP/SEN/who have changed set are focused on first in lessons to target individuals for more extensive 	<p>Extensive evidence suggests that Feedback has a very high impact on pupil progress at very low cost. Feedback can be verbal or written, or can be given through tests or via digital technology. It</p>	<p>1, 7</p>

<p>feedback. Five makes it more manageable in lessons.</p> <ul style="list-style-type: none"> Supporting other subject leads in implementing numeracy across the curriculum Follow the DfE non-statutory guidance for teaching of Mathematics, drawing on evidence-based approaches: Improving Mathematics in Key Stages 2 and 3 	<p>can come from a teacher or someone taking a teaching role, or from peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>LINC - Numerate</p> <ul style="list-style-type: none"> Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. NFER - Maths 	<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>	1, 7
<p>LINC - Numerate</p> <ul style="list-style-type: none"> Maths classes are in sets and include differentiated groups and based upon ability. 	<p>The EEF states that smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently in order to have higher quality interactions with pupils or minimise disruption. Smaller class sizes allows for increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 7
<p>LINC - Numerate</p> <ul style="list-style-type: none"> Opportunity for volunteers to provide intervention/support in Y5/6 Maths. 	<p>Evidence suggests Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) have a positive impact on pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 7
<p>LINC - Numerate</p> <ul style="list-style-type: none"> Mastery focus to continue, specifically in KS2. TA & GP 	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 7

<p>LINC - Cultural</p> <ul style="list-style-type: none"> • All subjects lead teachers have been asked to <u>ensure</u> pupils are given opportunities to become culturally aware within their subject areas. • Curriculum Intent sheets show where and when pupils are being given opportunities to become Culturally aware. • Promote more outdoor learning across all subjects. 	<p>Arts participation approaches can have a positive impact on academic outcomes. Artistic and creative activities include dance, drama, music, painting, sculpture making and more. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>5, 6, 7</p>

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

Budgeted cost: £50,000

Activity - Tier 2 - (targeted interventions)	Evidence that supports this approach	Challenge(s) addressed
<p>LINC - Literate</p> <p>Reading Interventions</p> <ul style="list-style-type: none"> • Targeted guided reading for low ability pupils with a teaching assistant and prefects. • Low ability children read with Y8 MA prefects every day. • Book Trust Individual Reading Parcels- targeted pupils (PP+) • All PP pupils will have access to reading skills booster sessions to ensure almost all make age related standards. (Y6) • Collins Big Cat Reading Scheme-Y5 • Regular ‘author’ events either in school or online 	<p>Small group tuition is one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. The average impact of small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Peer tutoring has a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year. There are benefits for both tutors and tutees with all pupils appearing to benefit from peer tutoring, but low-attaining pupils and those with special educational needs make the most progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1, 2, 3, 7</p>
<p>LINC - Literate</p> <p>Phonics Interventions</p> <ul style="list-style-type: none"> • ‘Toe by Toe’ intervention with TA for children struggling with reading. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1, 2, 3, 7</p>

<ul style="list-style-type: none"> • Read/Write Inc for lowest ability children in Y5 • Children have access to Read/Write Inc spelling programme across all year groups. • All PP pupils will have access to writing skills booster sessions to ensure almost all make age related standards. • Daily spelling intervention (Read Write Inc spelling) for targeted pupils. 	<p>comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>LINC - Literate</p> <ul style="list-style-type: none"> • Shakespeare Birthplace Trust Project to improve speaking and listening skills. 	<p>Arts participation approaches can have a positive impact on academic outcomes. Artistic and creative activities include dance, drama, music, painting, sculpture making and more. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	3, 5, 7
<p>LINC - Independent</p> <ul style="list-style-type: none"> • Developing metacognitive and self-regulation skills in all pupils. • This will involve ongoing teacher training and support and release time. 	<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>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 5, 6, 7
<p>LINC - Independent</p> <ul style="list-style-type: none"> • Ensure PP learners have access to home learning in school if necessary (homework club) • All KS2 children have an account with Spag.com and CGP Spag resources books • Library open at lunchtimes (prefects) 	<p>Evidence suggests Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) have a positive impact on pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 5, 6, 7
<p>LINC - Numerate</p> <ul style="list-style-type: none"> • Small group pre or post learning (preference but will depend on regular, confident staffing), small group withdrawal from lessons other than maths or English • From May half term booster sessions will be reorganised to benefit Y5 pupils below age related expectations 	<p>Small group tuition is one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. The average impact of small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 7

<p>LINC - Numerate</p> <ul style="list-style-type: none"> • Students invited to before or after school sessions. • The focus initially would be key skills and arithmetic in Y6 plus times tables across the school. • These will be aimed at different ability levels e.g. those aiming for secure and those aiming for mastered. • From Feb half term concentrate on MA through extra curricular Maths Club 	<p>Programmes that extend school time have a positive impact on pupil progress. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 7</p>
<p>LINC - Numerate</p> <ul style="list-style-type: none"> • Promote Times Table Rock Stars (TTRS) across all year groups and arrange competitions for classes, year groups, across years and against teachers • Creating TTRS display to celebrate success in Maths - raise the profile • TTRS lunch club(s) for pupils to complete in school • Primary maths challenge in November for upper sets in key stage 2. MA pupils • Junior maths challenge in April for upper sets in KS3. MA pupils 	<p>Individualised instruction approaches have an estimated impact of 4 months' additional progress. Individualised instruction involves providing different tasks for each learner and support at the individual level. Digital technologies can be employed to facilitate individual activities and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1, 7</p>
<p>LINC - Numerate</p> <ul style="list-style-type: none"> • Hold a yearly parent and child Y6 SATs evening in January to focus on the SATs, expectations etc. Could be maths and English. Share strategies/resources etc with parents • Invite parents of lower ability children with aspirational targets to discuss and teach strategies. • Improve parental engagement by providing more relaxed/informal open evenings for parents to see their children's practical work in school 	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement approaches are typically delivered over the course of an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 7</p>
<p>LINC - Numerate</p> <ul style="list-style-type: none"> • Introduce Maths Prefects and introduce some peer led interventions 	<p>Peer tutoring has a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. There are benefits for both tutors and tutees with all pupils</p>	<p>1, 7</p>

	<p>appearing to benefit from peer tutoring, but low-attaining pupils and those with special educational needs make the most progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	
<p>LINC - Cultural</p> <ul style="list-style-type: none"> ● Increased number of extra-curricular activities available - missing for the last 2 years ● Renewed visits and trips eg - theatre, Nissan ● Residential visits: KS2 Broomley Grange, Dukes House Wood and KS3 London ● Opportunity to be involved in the Student Forum with local MP ● Mock Trials ● Careers Fayre- Y8 pupils interviewing staff from a range of organisations ● Staff encouraged and increased offer of extra-curricular activities eg Y8 Challenge Award, Eco-Warriors, Sport, Community Garden, drama club and Federation performance - advertised to parents and pupils via website ● Good offering of cultural visits for pupils to participate in ● Reintroduce music/performing arts ● Focus on developing creative curriculum - looking at opportunities to learn in different ways e.g. using the local environment, forest school etc 	<p>Arts participation approaches can have a positive impact on academic outcomes. Artistic and creative activities include dance, drama, music, painting, sculpture making and more. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>There are benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4, 5, 6, 7
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>	1, 2, 3, 7

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>BEAM - Behaviour</p> <ul style="list-style-type: none"> Introducing the new Achievement ladder which is in line with the other Federation schools. All staff encouraging the highest achievement from their pupils with positive rewards eg merits, postcards home, star of the week etc New achievement ladder to be introduced to pupils and displayed around school. Positive behaviour reinforcement through use of merits, postcards/texts home, new 'star of the week'. Increase in merits and competition between classes. Reduced exclusions, internal exclusions, detentions, demerits 	<p>Both targeted interventions and universal approaches can have positive overall effects. Evidence suggests that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5, 6, 7</p>
<p>BEAM - Behaviour</p> <ul style="list-style-type: none"> Updating the Behaviour ladder and sharing with pupils. Reinforcing expectations of behaviour now school is 'normal'. Re-introducing procedures and routines, especially around lesson change times and entering and leaving the school building Revised behaviour ladder shared with pupils and displayed around school. Staff vigilant and visible in corridors, monitoring behaviour at key points throughout the day SMSC lessons around social interaction, relationships etc. Behaviour interventions 	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement approaches are typically delivered over the course of an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4, 5, 6, 7</p>
<p>BEAM - Emotional</p> <ul style="list-style-type: none"> Introduction of the 4 new Heads of Year who will work with Form teachers on supporting emotional welfare of pupils Pupils identified in all year groups and increased pastoral support for those pupils 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 5, 6, 7</p>

<ul style="list-style-type: none"> • Thrive assessments in place and the Thrive team work for specific sessions with identified pupils and their parents • EWO supports any PA concerns • Education Psychology SLA as recommended by Code of Practice • Thrive <ul style="list-style-type: none"> • Autumn Term - Focus on New Starters, developing resilience, then doing individual assessments and sessions to address emotional gaps. 	<p>Individualised instruction approaches have an estimated impact of 4 months' additional progress. Individualised instruction involves providing different tasks for each learner and support at the individual level. Digital technologies can be employed to facilitate individual activities and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>BEAM - Achieve</p> <ul style="list-style-type: none"> • All pupils are encouraged to be engaged in their learning, to gain merits needed for the end of term achievement awards and activities. • Ensure children have access to the materials they need for lessons and homework - homework clubs available • Pupils achieve their end of year targets in curriculum subjects • Improved feedback techniques allow pupils to make greater progress in their learning • HOYs liaise with subject leads where there are concerns about barriers to learning • Key focus on PA students and overall attendance figures across all schools. • Introduce Attendance Rewards system. • Develop the role of form tutors in supporting student improvements in attendance. • KMc/JE to meet fortnightly with KS2 and KS3 HOYs to share concerns and discuss measures to support • Complete baseline assessments in core subjects at the beginning of the year and use to identify pupils who need interventions • HOS/Asst Head to liaise with Lead for Maths, English and Science to consider interventions required in Y6,7,8. Investigate funding for intervention maths/English teacher 	<p>Collaborative learning involves pupils working together on activities in a group small enough to ensure that everyone participates. It is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully. Sometimes there is an additional competitive element in order to drive more effective collaboration.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement approaches are typically delivered over the course of an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new</p>	<p>4, 5, 6, 7</p>

<ul style="list-style-type: none"> • Continue to track pupils' performance at key points in the year. • Termly pupils progress and review meetings with Subject leads and staff. • many staff have appraisal targets around improving outcomes for disadvantaged pupils. 	<p>procedures. Attendance/support officers will be appointed to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>BEAM - Mental Health</p> <ul style="list-style-type: none"> • All staff to be aware of signs of MH issues and share any concerns with appropriate staff. HOYs - Refer pupils to the new counselling service. • Participate in whole school days with a well-being focus (Feel Good Friday) • Participate in national and international awareness days • MHL to share new initiatives/updates with staff • Keeping Mental Health awareness at the forefront of pastoral support through: • Use of the Federation Counsellors to upskill staff • Federation Training Day - focus on Mental Health and a variety of workshops for staff to choose to attend • MHL to attend MH conferences provided by E-Act and NCC to keep knowledge fresh • Government funding paying for another member of staff at ACHS to be trained as a SMHL • Regular wellbeing/mindfulness/mental health awareness activities in SMSC/PHSE lessons 	<p>Individualised instruction approaches have an estimated impact of 4 months' additional progress. Individualised instruction involves providing different tasks for each learner and support at the individual level. Digital technologies can be employed to facilitate individual activities and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Arts participation approaches can have a positive impact on academic outcomes. Artistic and creative activities include dance, drama, music, painting, sculpture making and more. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 5, 6, 7</p>

Total budgeted cost: £ 110,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

General

Steady improvement was being made towards targets. Monitoring in Summer 2021 revealed that most disadvantaged pupils were on track to make targeted progress in the Summer term 2021 SATs. These did not take place due to the COVID-19 pandemic. Staff felt that the actions and interventions implemented had been successful and should continue into the next academic year to fully reveal their effectiveness.

The impacts of Covid19 and Lockdown have had a disproportionate effect on disadvantaged pupils compared to their peers. Whilst at school no pupils were disadvantaged due to financial barriers, all resources were provided or subsidised by school where needed. A tracking document for disadvantaged involvement with all arts, sporting, STEM and personal development activities provided by school revealed that disadvantaged pupils had been given equal opportunity to participate in these activities. This will continue into the next academic year, to ensure that pupils are still offered a rich variety of opportunities in spite of the COVID-19 restrictions. During lockdown, ICT equipment was provided to disadvantaged pupils who required it to allow them to access the remote learning set by school. Some disadvantaged pupils attended open school and those at home were contacted when necessary to ensure that they were managing with remote learning and also with any wellbeing issues

Readiness for Learning

Pupils provided additional emotional needs with extra provision and guidance from various personnel in school. Develop 'Thrive' strategies across the whole school further. Reducing the number of fixed term exclusions for PP students is still a high priority.

Attendance

Attendance has been difficult to track and reward since forced isolations and COVID cases rise. We are starting to notice that attendance is slipping, particularly among pupils with persistent absences (PAs). Obviously, covid has had an impact on attendance but we are seeing a lot more pupils taking odd days here and there. We have decided to begin addressing this in January and reintroduce strategies that used to happen pre-covid.

Weekly meeting with EWO essential to ensure correct actions are in place. We must share the plan with teachers more often to keep them up to date and send reminders to contact parents. We need to ensure we are working hard to reward good attendance to encourage pupils to 'want' to come to school more.

Engaging Parents

Meetings with parents have taken place virtually and over the phone a lot in the last 18 months but we must try to provide COVID safe opportunities for parents to visit the school and see the work their children have done. We must aim to get back on top of pupil passports and support plans for disadvantaged learners and identify support needed to progress learning outcomes.

Raising Aspirations

Since COVID there have been far fewer opportunities for Extra Curricular activities which has been a huge driver for raising aspirations at SSMS. We must somehow get back to providing opportunities for children to experience these activities when COVID restrictions allow.

It is important to track participation and Cultural Capital through intervention/strategy spreadsheet. It is evident that pupils build self-esteem and motivation to improve when they are able to try activities which take them out of their comfort zone and when they feel valued.

We must enable PP learners to be involved in enrichment and extracurricular activities. Subsidise or pay for activities and where required provide a taxi service home. Historically when participation rates of PP pupils improved, self-esteem and motivation levels rose.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive <ul style="list-style-type: none">● Resilience workshops● Staff well-being● 1:1 intervention support for pupils● Staff CPD● Family support	Thriving Minds For Learning Ltd Jill Del Prete, Specialist Behaviour/Thrive Practitioner Gill Knights, Specialist Family Support Officer in Education/Thrive Practitioner, Thrivingmindsforlearning@gmail.com

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:

- 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 will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported 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 schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers 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 studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of 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.