

Pupil premium strategy statement – Whytrig Middle School

This statement details our school's use of pupil premium (and recovery 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	38.3% (123 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	Dec. 2023
Date on which it will be reviewed	July 2024
Statement authorised by	John Barnes (Executive Head Teacher) Jon Souter (Head of School)
Pupil premium lead	Julie Kelly Kath Lennon
Governor / Trustee lead	R Das

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,220
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£19,988
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£147,208

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 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.
- That disadvantaged learners make increasingly good progress year on year.

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, ensuring challenge for disadvantaged learners and early action when intervention is required. 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 adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- 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	Many of our disadvantaged pupils lack cultural experience, knowledge, and skills that they need to succeed in life.
5	Some disadvantaged learners have difficulties with mental and emotional health and a lack of resilience.
6	Some disadvantaged learners require financial support to enable them to fully access a broad and balanced curriculum.
7	The impacts of Covid 19 and lockdown have had a disproportionately negative effect on disadvantaged learners compared to their non-disadvantaged peers.
8.	Quality first teaching is not yet of a consistently high standard across all classrooms.

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.	<ul style="list-style-type: none"> School QA process (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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Disadvantaged learners' reading ages will increase. Disadvantaged learners will read a wide range of texts regularly and independently.
The cultural experience of disadvantaged learners will increase and broaden.	<ul style="list-style-type: none"> All disadvantaged learners will engage with at least one extracurricular activity per year.

	<ul style="list-style-type: none"> Tracking of extra-curricular activities will demonstrate the breadth of opportunities offered to disadvantaged learners.
Financial barriers that prevent learning are removed and disadvantaged learners have equity across all school areas with their non-disadvantaged peers.	<ul style="list-style-type: none"> No disadvantaged learner will be excluded from any school activity due to financial reasons.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School development plan includes a specific focus on disadvantaged pupils for each action.	<p>Successful schools 'have clear, responsive leadership' DFE 'Supporting the attainment of disadvantaged pupils; articulating success and good practice.</p> <p>Research and analysis overview: Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p> <p>EEF Implementation guide states that 'school leaders play a central role in improving education practices through high-quality implementation.</p> <p>EEF Implementation Guidance Report 2019.pdf (educationendowmentfoundation.org.uk)</p>	1-8
<p>Improve the consistency and quality of teaching and learning, with a focus on in class support and challenge.</p> <p>Teacher CPD and close monitoring to ensure consistent use across school of quality first teaching strategies that include;</p> <ul style="list-style-type: none"> Targeted questioning. Creating seating plans that Live modelling, modelling and scaffolding. Quizzing. 	<p>EEF research suggests that QFT strategies are vital to the success of all pupils.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1-8

<ul style="list-style-type: none"> • No-opt out technique. • No hands up technique • Collaborative learning • Adaptive teaching 		
<p>Further develop the quality of feedback to pupils so that it has the highest impact on learning outcomes. Strategies will include;</p> <ul style="list-style-type: none"> • Teacher CPD on the importance of feedback and on how to give high quality feedback. • Ensuring feedback is specific and focuses on how to improve and also what has gone well. • Marking of disadvantaged learner books first and in more detail. • Next steps and challenges. • Use of live marking • Use of peer feedback • 'Make it Stick' activities at the start of each lesson. 	<p>EEF research suggests that effective feedback can add up to an additional 6 months of progress to pupil attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback/</p>	1, 5, 7, 8
<p>Further embed the SVF LINC plan (Literacy, independence, numeracy and culturally aware) across the curriculum.</p> <p>CPD for staff on ensuring that all lessons allow opportunities to develop pupils' literacy, independent learning, numeracy and cultural awareness skills.</p> <p>Expert CPD on metacognition to develop teachers' understanding.</p>	<p><u>Literacy:</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2/</p> <p><u>Numeracy:</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/</p> <p><u>Independence:</u> Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used well https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition/</p> <p><u>Cultural Awareness</u></p>	1, 2, 3, 4, 7, 8

	<p>Cultural capital is inculcated in the higher-class homes and enables the higher-class student to gain higher educational credentials. Schools should address this to maximise achievements of disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>(PDF) Cultural Capital and Educational Attainment (researchgate.net)</p> <p>Disadvantage and cultural engagement - Cultural Capital conference A New Direction</p>	
<p>To accelerate progress and attainment in reading across all year groups and develop pupil independence and a love of reading. Strategies will include;</p> <ul style="list-style-type: none"> • Embedding the use of Accelerated Reader in all year groups. <ul style="list-style-type: none"> ○ All staff trained on how to deliver AR effectively. ○ AR reading sessions take place daily. ○ Pupils read ability appropriate texts and all levels are personalised. ○ Disadvantaged pupils a focus during these sessions. ○ Vocab quizzes taken after every book. ○ Reading logs introduced. ○ Introduction of reading ambassadors. 	<p>EEF research suggests that reading comprehension strategies can add up to an additional 6 months of progress to pupil attainment- these skills can be applied across the curriculum</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3,7

<ul style="list-style-type: none"> • HoS reading short stories in assembly to the whole school. • Virtual and live author visits to school. 		
<p>Continue to embed the vocabulary and oracy project. Strategies include;</p> <ul style="list-style-type: none"> • Word of the week focus in registrations and clearly displayed around school. • Weekly talk homework. Pupils respond via Google classroom and respond orally in timetabled registration time. • Teacher CPD from the North of the Tyne Oracy project. • ELSA • Zones of Regulation • School Counsellor 	<p>EEF research suggests that oral language strategies, such as high quality classroom discussions can add up to an additional 6 months of progress to pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&utm_medium=search&utm_campaign=site_search&search_term=culture</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,3, 7, 8
<ul style="list-style-type: none"> • The lead for disadvantaged is part of a RADY programme to raise aspirations of Disadvantaged pupils within the school. 	<p>RADY: Raising the Attainment of Disadvantaged Youngsters.</p> <p>RADY is an approach to closing the gaps which directly targets a school's 'central nervous system' – its target setting, tracking and monitoring systems. Unlike most other strategies to close the gap, RADY is aimed at school senior managers and teachers.</p> <p>RADY was developed in Wirral in 2013 as a direct response to a hitherto unspotted flaw in school systems, which, if left unchecked, helps to maintain the gap and thwart efforts to reduce it</p> <p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for Literacy	There is a strong evidence base that developing language capability, reading capability and	1, 2, 3, 7

<ul style="list-style-type: none"> • Regular monitoring and tracking to identify student needs and concerns and to signpost interventions. • Use achievement team meetings and APLS to target individual pupils of concern. • Challenging targets set for year 5 and 6 pupils. • All pupils in key stage 2 use Doodle as homework every week. • Weekly teacher literacy intervention in year 5 and 6 for identified pupils. • Lowest group in year 6 have a phonics starter at the start of every lesson. • Read Write Inc used across school for targeted pupils. Further training for all Learning support staff on this to commence September 2022, with focus on year 5. • Speed up handwriting / Write from the start intervention for targeted pupils across school. 	<p>phonics strategies have a positive impact on pupil literacy skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>WMSEnglish Action Plan</p>	
<p>Targeted support for Maths</p> <ul style="list-style-type: none"> • Regular monitoring and tracking to identify student needs and concerns and to signpost interventions. • Use achievement team meetings and APLS to target individual pupils of concern. • Challenging targets set for year 5 and 6 pupils. • Mastery approach used in lessons through 'Power Maths' for higher ability DA pupils. • Intervention will be used for targeted interventions. • Numberstacks intervention for 	<p>EEF research recommends using prior assessment, representations, fluent recall of facts and structured interventions make a significant difference to pupil learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1, 2, 3, 7</p>

<p>lowest attainers to address gaps from previous years.</p> <ul style="list-style-type: none"> • Times Tables Rockstars targeted work. • Ready to Progress criteria from NCETM • Targeted homework via Google Classroom/CGP books. • Raising profile/enjoyment in Maths through maths club, maths ambassadors and events such as Number Day, Barvember, Times Tables Rock Stars competitions, and Maths in Books session with Graduate Ambassadors from Northumbria University. • Daily Arithmetic work through Fluent in Five at the start of each lesson for top sets, and just moved to 4 4 rules questions for other groups to help pupils gain confidence. • Flashback 4 from White Rose Maths to take place at the start of lessons, reviewing previous lesson, previous week, previous topic, earlier (e.g. previous year). 		
<p>Targeted Intervention</p> <ul style="list-style-type: none"> • 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 • Proposed appointment of 	<p>Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>School-led tutoring: guidance and tracker tool - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3, 7</p>

<p>maths of an intervention teacher lead on and run interventions in English and Maths, focussed</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that disadvantaged learners have access to a rich set of experiences that develop and stretch their talents and interests.</p> <ul style="list-style-type: none"> • Wide range of extra-curricular clubs and activities are run and school ensures disadvantaged learners are given opportunities to be involved. • DA pupils will be identified to be engaged in any activities as the first cohort. • SVF will have a proportional representation guide that all activities involving pupils will have the same % of pupils involved who are DA as is the schools DA% 	<p>EEF research suggests that social and emotional development can add up to an additional 4 months of progress to pupil attainment</p> <p>Children's University EEF (educationendowmentfoundation.org.uk)</p> <p>https://demos.co.uk/project/learning-by-doing/ (and associated references)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5, 7
<p>Remove the financial barriers that prevent learning.</p> <ul style="list-style-type: none"> • Free breakfast offered to disadvantaged pupils. • Uniform, stationery, learning resources, PE kit provided by school when required. 	<p>Pupil Premium gives additional public funding to schools in order to close this gap</p> <p>EEF research suggests that social and emotional development can add up to an additional 4 months of progress to pupil attainment)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,5,6

<ul style="list-style-type: none"> • Educational visits, trips, enrichment activities and fieldwork are paid for or subsidised when required. • ICT equipment provided where needed for remote learning. 		
<p>Further raise levels of engagement and aspirations to improve our disadvantaged learners' life chances.</p> <ul style="list-style-type: none"> • Wide range of extra-curricular clubs and activities run and school ensures disadvantaged learners are involved. • All extra-curricular activities are recorded, and disadvantaged pupil involvement is tracked • SVF will have a proportional representation guide that all activities involving pupils will have the same % of pupils involved who are DA as is the schools DA% • Further develop use of 'My child at school' to communicate with families. 	<p>EEF research suggests that parental engagement can add up to an additional 3 months of progress to pupil attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4, 5, 7
<p>Further embed the SVF BEAM initiative (behaviour, emotional, achievement and mental health) to develop resilience and positive mental health.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Appointment of school counsellor for targeted mental health support. • SEND interventions to support pupils SEL skills, eg: Zones of regulation, social skills, mindfulness 	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5, 7

<p>and bespoke ASD interventions.</p> <ul style="list-style-type: none"> • Monthly 'Mental Health Day' where specific activities are planned to promote good mental health, with a focus on the 5 strands of good mental health. • Weekly affirmations shared in assembly and form class. • Robust behaviour for learning in all lessons • Mental health champions appointed in school with DA pupils proportionally represented. 		
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using performance data.

-The KS2 English action plan outlines what is being implemented as a result of Literacy data falling short of what was expected in the last academic year. SLT, KS2 lead and KS2 English teachers will work closely with the school's SIP to improve reading data initially. Additional to this, there has been an introduction of the following this year:

- Read Write Inc. (Spelling)
- A continuation of the use of accelerated reader and competitions to motivated children to engage with this
- All KS2 children to start with Place Value for Punctuation and Grammar in English to avoid any assumed knowledge for our disadvantaged pupils.
- Whole class novels to be read to children in KS2 so all children are able to have an adult read to them for at least 10 minutes per day.
- No sets in KS2 English this year.

KS2 English Action Plan -

- The KS2 Maths action plan outlines in detail what is being implemented in school this academic year to combat the short fall of data in Maths.

- No sets in Year 5 this year.
- Introduction of WR Maths Homework books
- Weekly arithmetic lesson
- Heat maps from TTRs
- Pre-teaching sessions

KS2 Maths Action Plan - [KS2 Maths Action Plan 2023_2024](#)

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils nationally (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The data from our KS2 results suggest that despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. In reading, writing and maths combined there was an in school gap of -36.3% and a gap of -18.2% when compared to non-disadvantaged pupils nationally. Our analysis suggests that the reason for this is still due to the impact covid had on the disruption of learning

for this group of children and in particular their reading ability. This was particularly detrimental to our disadvantaged learners.

Teaching

Disadvantaged learner progress was a weekly agenda item at staff meetings and a focus for achievement team meetings. Staff received ongoing CPD as part of the Federation's Teaching and Learning programme which included quality first teaching strategies, including quizzing, modelling and targeted questioning. Learning walks, lesson observations and work scrutinies reveal that in class support for disadvantaged learners was making steady improvement across school. This focus should be maintained into the next academic year to fully embed teacher skill and consistently apply best practice. Introducing the Federation LINC plan has been a whole school focus. This will be embedded this year. Developing staff and pupil understanding of metacognition is a key part of staff CPD in the coming year. All classes in school participate in the Accelerated Reader program and all pupils read for 15 minutes daily. This program ensures that all disadvantaged pupils have access to a wide variety of high quality texts and are reading texts at optimum levels to accelerate their reading ability. Analysis of Accelerated Reader shows that disadvantaged pupils make good progress in their reading and those with reading ages lower than their chronological age have made the most improvements.

Targeted Academic Support

Regular monitoring revealed that steady improvement was being made towards targets and that some disadvantaged pupils were on track to achieve their targets in Summer 2022, however, despite the interventions put in place, some of our disadvantaged pupils did not perform as well as we hoped in the KS2 SATs and we feel that this is due to the effects caused by the long term effects of the pandemic in previous school years and that disadvantaged pupils in particular were negatively impacted by school closures. Staff feel that the interventions put in place for targeted literacy and maths support are effective and will continue for the length of this strategy in order to reveal their full effectiveness. The appointment of an intervention teacher in school will hugely benefit our targeted disadvantaged pupils and allow us to focus on bespoke interventions for identified pupils.

Wider Strategies

No pupils were disadvantaged due to financial barriers, all resources were provided or subsidised by school where needed, such as uniform, equipment, music tuition, trips and visits. We have also used pupil premium funding to provide wellbeing support for disadvantaged learners through our school support officer and our school counsellor. Our pastoral support is a huge strength, our pastoral teams know our pupils and families extremely well and we provide bespoke support for pupils and families when needed. All extra-curricular clubs (including homework clubs) are free of charge and supported by qualified teachers, learning support staff, coaches, etc.

There is a full enrichment programme including sporting, arts, STEM and personal development. School tracking of participation and attendance revealed that disadvantaged pupils had been given equal opportunity to participate in a rich variety of activities. Federation

policy is now that we aim to achieve proportional representation in participation of every visit/club to be made up of disadvantaged learners.

Introducing the Federation BEAM plan has been a whole school focus to improve the mental health, well-being and resilience of our disadvantaged learners. Our observations and pupil voice exercises show that this has been extremely positive and should be continued next year as challenges in relation to wellbeing and mental health remain for our disadvantaged learners.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service pupil premium funding was amalgamated with wider pupil premium funding.

The impact of that spending on service pupil premium eligible pupils

See above for impact details on all disadvantaged pupils, including service children.

Further information (optional)

The cost of living guide is sent out every half term so that parents are aware of how to save money in the holidays.

All children in school have the opportunity to have a free breakfast (a bagel) if they would like when coming into school from 8.30am.