

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	304
Proportion (%) of pupil premium eligible pupils	33.6%
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	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	John Barnes (Executive Head Teacher)
Pupil premium lead	Graham Porter
Governor / Trustee lead	Raj Das

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,155
Recovery premium funding allocation this academic year	£18,599
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	£106,754

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 to supporting disadvantaged pupils at Seaton Sluice Middle School.

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 percentage of persistently absent disadvantaged pupils is higher than the percentage of persistently absent non-disadvantaged pupils.

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.
The percentage of persistently absent disadvantaged learners will reduce.	Persistently absent disadvantaged pupils will receive support plans and if necessary targeted support to help them improve their experience in school and ultimately their achievement and attendance figures.

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: £ £60,000

Activity - Tier 1 (in class teaching)	Evidence that supports this approach	Challenge number(s) addressed
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.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3, 7
LINC - Literate Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. <ul style="list-style-type: none"> • Helen Arkell (HAST-2) Spelling Test • York Assessment of Reading Comprehension (Secondary) • York Assessment of Reading Comprehension (Primary) • NFER - Group Reading Test • Read Write Inc - 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 7
LINC - Literate Reading Comprehension Strategies <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 • Reciprocal reading in all subjects, where appropriate • 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) 	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 Evidence suggests Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) have a positive impact on pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 7

<p>LINC - Independent</p> <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>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 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. For 2023-24 there is a homework club every day staffed by a teacher.</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>1, 2, 3, 4, 5, 6, 7</p>
<p>LINC - Numerate</p>		

<ul style="list-style-type: none"> Supporting other subject leads in implementing numeracy across the curriculum. Maths leads across the federation working to audit common content and how maths teachers can support other departments. 	Follow the DfE non-statutory guidance for teaching of Mathematics, drawing on evidence-based approaches: Improving Mathematics in Key Stages 2 and 3	1
LINC - Numerate <ul style="list-style-type: none"> ERIC maths sessions led by form teachers to encourage enjoyment of maths. Sessions focus on problem solving, times tables and telling time. 	Follow the DfE non-statutory guidance for teaching of Mathematics, drawing on evidence-based approaches: Improving Mathematics in Key Stages 2 and 3	1, 3, 5
LINC - Numerate <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
LINC - Numerate <ul style="list-style-type: none"> Mastery focus, specifically in KS2. Maths curriculum is using White Rose scheme for KS2 for the second year for 2023-24. Teachers are more experienced in using it. 	<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
LINC - Cultural <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. Introduction of CIAG careers activities and weekly 'future 	<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>	5, 6, 7

jobs' shared by headteacher in assembly.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity - Tier 2 - (targeted interventions)	Evidence that supports this approach	Challenge(s) addressed
LINC - Literate Reading Interventions <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. 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 and Y6 set 4 English Read Write in year groups where it is needed Regular 'author' events either in school or online Introduction of Book Trust scheme that provides books for PP+ children monthly for six months. 	<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>	1, 2, 3, 7
LINC - Literate Phonics Interventions <ul style="list-style-type: none"> 'Toe by Toe' intervention with TA for children struggling with reading. Read/Write Inc for lowest ability children in Y5 <ul style="list-style-type: none"> 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. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 7

<ul style="list-style-type: none"> Daily spelling intervention (Read Write Inc spelling) for targeted pupils. 		
LINC - Literate <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
LINC - Independent <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
LINC - Independent <ul style="list-style-type: none"> Ensure PP learners have access to home learning in school if necessary (homework club) All KS2 children have CGP Spag resources books Library open at lunchtimes (prefects) Persistent absentees will have support plans created to help improve their school experience. 	<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
LINC - Numerate <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 Maths and English intervention in KS2 aimed at closing the gap and boosting confidence during Autumn term. 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> <p>Larger group sizes are included for some Y6 intervention, in addition to the smaller groups.</p>	1, 7
LINC - Numerate <ul style="list-style-type: none"> Encourage students to be more positive about maths. Introduced the fortnightly maths awards, 	<p>Individualised instruction approaches have an estimated impact of 4 months' additional progress. Individualised instruction involves providing different</p>	1, 7

<p>certificates given by maths teachers to one students every two weeks.</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 • Homework club/TTRS lunch club(s) for pupils to complete in school • Primary maths challenge in November for upper sets in key stage 2. MA pupils. • Newcastle University February half term problem solving competition open to Y6, 7 and 8 students. 	<p>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>LINC - Numerate</p> <ul style="list-style-type: none"> • Hold a yearly parent and child Y6 SATs evening in December to focus on the SATs, expectations for maths and English. Share strategies/resources etc with parents • Share easy to follow resources including 'how to' videos with parents. • Look into the possibility of improving parental engagement by providing more relaxed/informal open evenings for parents to see their children's practical work in school/coffee mornings to learn how to support their children 	<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>	1, 7
<p>LINC - Numerate</p> <ul style="list-style-type: none"> • Embed maths prefects and continue with peer led interventions • Y7 and Y8 more able students invited to peer mentor younger students to increase confidence and boost their maths skills. Two ERIC sessions per week to reduce the impact on taking them out of other subject areas. 	<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>	1, 7
<p>LINC - Cultural</p> <ul style="list-style-type: none"> • Wide variety of extra-curricular activities available. • Renewed visits and trips eg - theatre, Nissan 	<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.</p>	4, 5, 6, 7

<ul style="list-style-type: none"> Residential visits: KS2 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>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>	
<p>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>	<p>1, 2, 3, 7</p>

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

Budgeted cost: £21,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>BEAM - Behaviour</p> <ul style="list-style-type: none"> 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 	<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</p>	<p>4, 5, 6, 7</p>

<ul style="list-style-type: none"> • New achievement ladder 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>management and pupils' cognitive and social skills are both effective:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>BEAM - Behaviour</p> <ul style="list-style-type: none"> • Reminding children of the Behaviour ladder and reinforcing expectations. Reminders of 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"> • Addition of an extra assistant headteacher, now two who support both the headteacher and heads of years/classroom teachers. • Four Heads of Year have now been in position for two years. Work with Form teachers on supporting emotional welfare of pupils • Pupils identified in all year groups and increased pastoral support for those pupils • 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>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>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>4, 5, 6, 7</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. • Set aspirational targets. Staff meeting to launch this - Subject leads to monitor. • 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. • SLT to meet regularly 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 Heads to liaise with Lead for Maths, English and to consider interventions required in Y6,7,8. • Continue to track pupils' performance at key points in the year. • Termly pupils progress and review meetings with Subject leads and staff. • Staff have appraisal targets around improving outcomes for disadvantaged pupils. Spring term CPD using RADY (raising attainment of disadvantaged youngsters) to be shared with teachers during directed time. 	<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 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>4, 5, 6, 7</p>
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<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 • Participation in the Carnegie MH in Schools Award • 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>
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Total budgeted cost: £ 113,369

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 2022 to 2023 academic year.

Improve 'quality first teaching' in all classrooms so that the progress of disadvantaged learners is accelerated in all cohorts.

Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

- A more thorough appraisal process.
- Teachers have the opportunity to discuss individual pupil progress with a subject lead and to develop and review the interventions for any pupils deemed to be falling behind potential (see Pupil Progress/BEAM document)
- The school realises that Humanities is an area for development and is working with ACHS subject leads to develop the KS3 curriculum. This is especially the case for Geography. External CPD will also be explored to support non-specialist teaching staff.
- A new 'Pathways' CPD programme for staff has been introduced.

Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects.

- The school has a very clear development plan in place to continue raising standards of teaching.
- All pupils follow the national curriculum.

Part of the benefit of being a middle school is the breadth of expertise brought to the teaching of KS2 and KS3 curriculums, through subject specialist teachers in subjects such as Art, Technology, Music, PE

Areas for continued improvement include:

- Quality CPD is offered to staff with a focus on metacognition and adaptive learning.
- Equip all staff to know how to teach literacy as part of the LINC programme.
- Equip all staff to know how to teach numeracy as part of the LINC programme.
- Ensure that Oracy teaching is part of the curriculum and teaching and learning.
- Review and where necessary develop the literacy interventions.
- Develop the curriculum offer so that pupils experience learning opportunities which are different.
- Improve the NTP input in the 3 federation schools.

Diminish the gap in attainment in reading, writing and maths between disadvantaged and non-disadvantaged learners

- Disadvantaged pupils in KS3 attain as expected in most instances.
- A large number of disadvantaged pupils join in Year 7 and 8. When those students are removed, the gap at KS3 narrows.
- All teaching and support staff are provided with information and data on the disadvantaged pupils in school and are given guidance on strategies for helping them progress accordingly.

- The school has the lead for disadvantaged pupils at AHT level to provide more of a strategic direction.
- The lead for disadvantaged pupils has identified issues and strategies to ensure the disadvantaged funding is spent in the most effective way. The impact of this has, in most years, been an increase in the proportion of pupils attaining the expected standard and a greater awareness of supporting pupils and implementing the correct interventions. The school has also focused its work on disadvantaged pupils as we are aware these pupils need to make more progress and attain at a higher level.

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

- In maths, the school continues to follow a 'mastery' method of teaching. This resulted in new planning, new ways of working and a new focus in the teaching and learning of maths.
- Changes to the maths curriculum over the past two years are being embedded to ensure there is a seamless, sequenced curriculum across years 5 to 8

Improve the performance of disadvantaged learners in reading, developing independence and a love of reading in disadvantaged learners.

Reading is prioritised to allow pupils to access the full curriculum offer.

- Pupils' reading is assessed on entry in Year 5 and those pupils identified as low ability, are taught phonics using the Read/Write Inc Programme until they no longer need that provision. A new reading scheme (Collins Big Cat) has been bought in to support lower ability children in Y5 reading at home and Y6 set 4.
- All members of teaching staff and Teaching Assistants have been trained in Reciprocal Reading. This approach is used across the curriculum, where appropriate, and in Guided Reading.
- All teaching staff have been trained in the importance of developing vocabulary, either through subject specific vocabulary key words or word of the week.
- All pupils have a Reading Record which must be completed weekly and signed by their English teacher and parents/carers, as part of their weekly homework.
- Three afternoons per week, following lunchtime, there is reading time -Everyone Reads in Class (ERIC). This involves 1 session of pupils reading individually and 2 sessions having a book read to them by their teacher.

A number of other measures are in place to support reading such as:

- Every classroom has a designated 'reading corner',
- English prefects in Y8 read with struggling readers in in all year groups during ERIC time,
- Regular visits from authors into school and author events organised online, Termly Reading Challenges,
- World Book Day is celebrated with a range of activities each year.
- One to one 'Toe by Toe' intervention
- Book trust parcels delivered to PP+ children monthly for six months

A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.

- Whilst the school feels that it does work hard to help pupils to improve their reading, it is not complacent and is continually seeking to review and refine its practises.

- The EEF project on literacy and the work that has been done with Oracy has developed and improved speaking and listening. The Leads for English and Oracy will continue to review the provision for reading and literacy over the course of the year and work with the leads from the other federation schools to ensure federation practice is consistent.
- The SEND team and the English Lead work quickly to support any pupils identified as needing extra reading input and details are available on request

The cultural experience of disadvantaged learners will increase and broaden. Their aspirations and engagement with school will improve.

SSMS School SEF states that: Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

- There is a primary set up in year 5 and, where possible, in year 6, thus allowing subject wide impact and input from literacy and numeracy experts.
- Children in Year 5 are given baseline assessments in reading, spelling, writing and maths at the beginning of the academic year and, together with the information from our first schools, challenging targets are set. Pupils are put into sets for English and Maths. The school is aware that there is a debate around the use of sets but it feels that for its current situation the use of sets is the right thing. SEND pupils identified and interventions put in place.
- The lowest ability pupils in reading/spelling are assessed using the Read/Write Inc. and they follow the phonics programme, usually for the full school year, depending on progress .
- Pupils in Years 6, 7 and 8 are also given baseline reading, spelling, writing and maths assessments at the beginning of the year and this is used alongside the data from previous years to ensure progress is continued to be made and it is continued to be tracked. Spelling continues to follow Read/Write Inc programme in these years groups where appropriate. There is movement between sets where necessary.
- Staff have clear expectations of themselves in relation to teaching.
- Staff have high expectations of all pupils and Reward and Behaviour ladders are in place for rewards and sanctions.
- All pupils follow the national curriculum. If a pupil is removed from a lesson for specific intervention work, they never miss the same lesson twice.
- The school offers many opportunities for the cultural capital to be developed and evidence of this is available via the website or from the school. An example of this is the growing use of outdoor learning.

The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

- This is evidenced by the large variety of activities the students can undertake both inside lessons and in extracurricular activities.
- Examples of this are performing arts opportunities, visits to industry, mock trials, cultural experiences, residential, visits to other countries, artistic experiences and sporting activities. (A full list is available on request)
- The extra-curricular activities are taken up by the vast majority of pupils and the school makes every effort to ensure that all pupils no matter what their background or education level get the opportunity to access these activities. More detail is available on request.

Financial barriers that prevent learning are removed and disadvantaged learners have equity across all school areas with their non-disadvantaged peers.

The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

- There are two new assistant headteachers that support the four heads of year who take the lead in the pastoral provision for their year groups.
- A school counsellor has strengthened this provision even more.
- The parents and pupils speak very highly of the pastoral support they are given and are positive about the personal development and well being of learners.
- There is a mixture of teaching and support staff who work with pupils to ensure that they are supported.
- The school buys into the services of two Thrive practitioners, who this year are focusing on Year 5, to develop their resilience and emotional well-being but also working one to one with some identified pupils in other year groups.
- All pupils receive education on healthy lifestyles and the school works with the 2 other federation schools to ensure there is a comprehensive SMSC curriculum and that it is age related and appropriate.
- This year we have introduced 'Feel Good Friday' where on the first Friday of the month, pupils are allowed to wear non-uniform and participate in a pupil raffle which rewards positives seen during that week.
- Equipment is provided for anyone who needs it by form tutors and heads of year including stationery and PE kit.

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 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.