

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	Whytrig Middle School
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	37.4% (107)
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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J Souter (Head of School) J Barnes (Executive Head Teacher)
Pupil premium lead	H Campbell
Governor / Trustee lead	L Coatsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,438 to March 2022 (April onwards tbc)
Recovery premium funding allocation this academic year	£6,682 to March 2022 (April onwards tbc)
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	£58,120 to March 2022 (April onwards tbc)

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	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 Covid19 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.

	<ul style="list-style-type: none"> 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. 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)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Assistant Headteacher for SEND and Disadvantaged pupils with Lead for Disadvantaged Pupils middle leader post as support.	<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
Improve the consistency and quality of teaching and learning, with a focus on in class support and challenge.	<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>	1-8

<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. • No-opt out technique. • No hands up technique • Collaborative learning • Differentiation. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/individualised-instruction</p>	
<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-to-olkit/feedback</p>	1, 5, 7, 8
<p>Introduce and 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></p> <p>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></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p><u>Independence:</u></p> <p>Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used well</p> <p>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. ● HoS reading short stories in assembly to the whole school. ● Virtual and live author visits to school. 	<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-to-olkkit/reading-comprehension-strategies</p>	1,2,3,7
<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. 	<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-to-olkkit/oral-language-interventions</p>	1,3, 7, 8

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for Literacy</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. • Lowest 20% of pupils in year 5 begin 'Doodle Spell' and 'Doodle Literacy' programs 10 minutes daily. • Weekly teacher literacy intervention in year 5 and 6 for identified pupils. • 'Catch up your code' phonics program running in year 6 for one term. • Jane Considine Spelling Program - to be introduced into lessons from Jan 2022. • Jane Considine 'The Write Stuff' (grammar through writing) delivered in both year 5 and 6. • Read Write Inc used across school for targeted pupils. Further training for all Learning support staff on this to commence September 2022. • Speed up handwriting / Write from the start intervention in for targeted pupils across school. 	<p>There is a strong evidence base that developing language capability, reading capability and 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>1, 2, 3, 7</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' • Pre-teaching interventions with a teacher for identified pupils. 	<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>1, 2, 3, 7</p>

<ul style="list-style-type: none"> • Weekly 'Masterclass' interventions with a teacher. • Numberstacks intervention for lowest attainers to address gaps from previous years. • Times Tables Rockstars targeted work. • Ready to Progress criteria from NCETM • Targeted homework via Google Classroom. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
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>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) School-led tutoring: guidance and tracker tool - GOV.UK (www.gov.uk)</p>	1, 2, 3, 7

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

Budgeted cost: £15,000

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. 	<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. • Educational visits, trips, enrichment activities and fieldwork are paid for or subsidised 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</p>	4,5,6

<ul style="list-style-type: none"> ICT equipment provided where needed for remote learning. 	-learning-toolkit/social-and-emotional-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 Further develop PTA and provide more opportunities for parents to engage with school. 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>Introduce and 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 and bespoke ASD interventions. 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 	<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

Total budgeted cost: £100,000 for full academic year (NB April-August 2022 allocations still tbc)

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.

Our internal assessments in the academic year 2020/2021 suggest that the performance of disadvantaged learners at the end of year 6 was lower than the last nationally measured year of 2018/2019 in reading, writing and maths combined and revealed an in school gap of -19.4% between disadvantaged and non-disadvantaged learners in year 6. However, disadvantaged learners in year 6 out performed their non disadvantaged peers in reading (+3.1%) and in maths (+0.6%). Despite being on track to achieve our targets in the first part of the academic year 2020/2021, unfortunately our targets were not realised due primarily to the impact of the Covid-19 restrictions and lockdowns, which unfortunately were detrimental to our disadvantaged learners, as they were not in school to receive our teaching and targeted interventions to the degree we intended.

This impact was mitigated by the level of support we provided to disadvantaged learners during the periods of school closures and partial closures, for example, provision of ICT equipment so that disadvantaged learners could access our online provision. Our online provision was quality assured by SLT to ensure that all pupils received high quality remote education that included pre recorded lessons, links to high quality online resources from Oak National Academy and also live lessons via Google Meet. Disadvantaged pupils were also encouraged to attend our Key Worker and vulnerable in school provision and on average, 25% of our disadvantaged pupils attended school during the school closure, rising to 46% in some year groups.

Teaching

Disadvantaged learner progress was a weekly agenda item at staff meetings and a focus for achievement team meetings. Staff received ongoing CPD in 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 refresh teacher skill and embed best practice that may have been lost due to the COVID-19 pandemic and the negative effect that lockdown may have had on disadvantaged learners.

Targeted Academic Support

Steady improvement was being made towards targets. Monitoring in the autumn term revealed that most disadvantaged pupils were on track to make targeted progress in Summer 2021, however subsequent school closures, partial closures and restrictions negatively impacted progress towards the targets. Staff felt that the actions and interventions implemented had

been successful and should continue into the next academic year to fully reveal their effectiveness.

Wider Strategies

No pupils were disadvantaged due to financial barriers, all resources were provided or subsidised by school where needed. During school closures, disadvantaged pupils were regularly contacted to offer support to families that may be struggling and food parcels, free school meals, food vouchers and ICT equipment were delivered to families in need. Regular contact was kept with families who were considered vulnerable in order to monitor behaviour, mental health and well being during the school closure and interventions were put in place where needed. On return to school, we also used pupil premium funding to provide wellbeing support for disadvantaged learners through our school support officer.

A tracking document was used to track disadvantaged involvement with all arts, sporting, STEM and personal development activities provided by school and revealed that disadvantaged pupils had been given equal opportunity to participate in these activities. This was very successful and revealed that pupils were still offered a rich variety of opportunities in spite of the COVID-19 restrictions.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium funding was amalgamated with wider pupil premium funding.
What was 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)

N/A