

Pupil premium strategy statement draft V01

This statement details our school's use of pupil premium (and recovery premium for the 2021/2022 Financial 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	Edwinstree Middle School
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	Pupil Premium Student Numbers: % Y5 21 (17.35) Y6 20 (16.95) Y7 21 (17.95) Y8 19 (16.10) Total 81 (17.10)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 24 plan – but reviewed annually to monitor needs.
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Curriculum Committee Governors
Pupil premium lead	Jo Gant
Governor / Trustee lead	Amy Solder

Funding overview

Detail	Amount
Pupil Premium funding allocation this Financial year	£ Y5 & Y6 41 @ £1,345 = 55,145 Y7 & Y8 40 @ £955 = <u>38,200</u> 81 93,345
Recovery premium funding allocation this Financial year	£ Summer Term 2021 15,800 Autumn Term 2021 <u>5,961</u> 21,761
<u>Pupil Recovery</u> Funding C/F from previous financial year. <u>Pupil Premium</u> Funding C/F Forward from previous Financial Year	Spring Term 2021 Recovery Premium £ 13,020 Pupil Premium 0
Total available to spend for this Financial year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 128,126

Part A: Pupil premium strategy plan Statement of intent

- **What are your ultimate objectives for your disadvantaged pupils?**

- Students to attend school at an equal % to their counterparts of a higher rate.
- To make equal or more progress than non pp.
- To complete their homework and demonstrate they can independently learn by year 8.
- To participate equally or more in enrichment activities and opportunities to enhance their cultural capital.
- To make equal or more progress than non pp

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

Post to the two lockdowns, PP students were harder to return to school more likely to catch COVID again and the least likely to have learnt and retained the information at home. They were the least likely to return work from home and therefore received the least feedback on their learning. This we discovered was essential for progress. Despite all being offered a place at school only 51% in the second lock down took up this offer. So this year our focus remains on PP first **in all we do. The gaps are too wide and need to close.**

In the classroom our focus on high quality teaching through effective feedback will ensure that:

PP are given the first opportunity for formative feedback during the lesson to assess learning and shut down any misconceptions quickly. They are asked questions first and their books marked first. Any classroom interventions place PP pupils first. Our quality assurance and deep dive process has focused on PP students this year. And our performance management process has focused targets on specific PP students who during COVID made limited progress.

Targeted academic interventions :

Additional interventions in reading and arithmetic have prioritised PP first for the year. All students were assessed post the 2nd lockdown in the Summer of 2021 and their academic gaps identified in reading and arithmetic and offered summer school and then back in school.

To support PP to develop as independent learners and complete their homework, all PP are offered support in after school clubs and or small group and one to one intervention.

Wider interventions

Pupil premium families in school were more likely to lose their jobs, before and after furlough, they were the most likely to require assistance to meet their basic needs of food and or heating. They were also much more likely to require mental health and well- being support.

Pupil premium students are prioritised for any well- being and or mental health support programmes operating in the school. *They are prioritised for any cultural and enrichment activity and supported to attend. Time is taken to build relationships with parents and to support them to trust the school, where poor attendance is occurring the school supports with external visits to the home to collect students.*

What are the key principles of your strategy plan?

Our key principle is that as stated during COVID the division in society widened, beyond anything we have seen before and at the end of the two lockdowns our PP divide was great. Therefore all interventions starting with high quality teaching are focused on Pupil Premium first. As a Church of England school, we study a parable and this year it is the Vineyard. Which has as it last quote " the first shall be last, and the last first."

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data for PP has shown the gap between PP and Non PP shrunk during September to November 2021. Our PP students are more likely to be in school since COVID. However, since our COVID outbreak, PP are more likely to be absent than Non PP. PP 88.6% and Non PP 90.9% during outbreaks.
2	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social, economic and emotional issues for many pupils, during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. An example of this last year's year 8 students, 96% of required Learning Zone support for individual and or small group well-being intervention.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. prior to COVID, however, since lockdown, this divide has increased. Parental confidence in their child's maths ability is very low in PP Parents.
5	Assessments, observations, and discussions with pupils, suggest disadvantaged pupils still need support to read for meaning and then fluency. They are least likely to read at home. They are most likely to find phonics has not secured confident reading.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 78% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Continued high levels 75% of year 8 PP want to be a leader.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by a reduction in PA students to national average. the overall absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%.

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	the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.
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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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Development</p> <ul style="list-style-type: none"> • Maths mastery training for lead maths teachers, and post XMAS all staff. • Reading fluency training for HOD and Leads – post Xmas all staff • Magic spells training LSA. • Speech and language training for key LSA. • Dyslexic training for SENCO. • Zones of regulation training all staff • Memory training all staff 	<p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>All.</p>

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

Budgeted cost: £ 40,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing increases</p> <p>One teacher recruited and trained on reading fluency, to lead the reading for understanding intervention small group work. A second teacher recruited to support class teachers in being able to deliver ‘one to one’ and group sessions developing arithmetic and fluency.</p>	<p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5.</p>
<p>Support sessions to complete home learning and liaison with parents to develop appropriate environments for home learning. Teaching Assistant time to provide homework club for Key Stage 2 and Key Stage 3.</p>	<p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 2</p>

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'One to one' sessions of home learning support for the PP with most need.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing support from the Learning Zone, offering a variety of mental health and wellbeing sessions, supporting students ability to self-regulate, including Art therapy, anger management and self-esteem courses. Often linked to attendance.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1 and 2.
Admin Assistant and Learning Zone support to actively engage parents and provide support in times of need. Support with home learning computers and ICT, Food bank, signposting to other services.	Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2
Contingency fund for acute issues. £3,000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total Cost: £128,126

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 during 2020/21, suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum. All PP students were invited to attend school in both lockdowns but the uptake increased significantly to 61%.

Attendance in 2020 to 2021 was higher than the national average. In Term 1, the divide between PP and Non PP was 0.6% PP were at 93.3%, compared to non PP who were at 93.9. (Please note all figures exclude outliers those who were not attending due to an external service ie medical requesting this). In Term 2, the attendance divide increased to 0.8% and was 97.3 to 98.1 for non PP. Again in the Summer, this increased to 0.5% gap with 95.5% and 96%. In the first half term of the new year the attendance of PP was higher than non PP at 93.9% compared to 90.1. However in the 2nd half of this term the outbreak within the school has struck PP students more than non PP and the attendance for Nov to December is directly related to COVID cases and sits at 84.3 compared to 90.9.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact on mental health was particularly acute for disadvantaged pupils. We used Pupil Premium funding predominantly to support wellbeing support for all pupils, and targeted interventions where required. The % of PP students accessing intervention during the PP year from April 2020 to 2021 for long term intervention (half term or more) was 67%. This varied significantly between year groups with only 38% of Year 5 accessing the Learning Zone, 67% in Year 6 and 7 and 90% in Year 8. Of the higher PP students accessing the Learning Zone this was used by 55% of them. A significant part of the reasons for the low uptake in Year 5 is that to access this area we have to build trust with the parents in order for them to confide in their concerns. No parent of year 5 has stepped through our doors currently and it is harder to build this trust from afar. Cultural capital for PP – Prior to lockdown – more PP students in Y6, Y7 and Y8 were involved in enrichment clubs than their counterparts. However year 5 were the least likely to engage in enrichment. 72% of Year 8 PP had volunteered for leadership roles compared to their counterparts 35%. During lock downs in year 8 63% of PP attended COWO compared to 55% of Non PP. In year 7 80% compared to 57%. Year 6 88% attended Live COWO compared to 70%, and in year 5, 50% compared to 37% for their counterparts. All PP were invited to attend a fun, team building and confidence day. 83% attended.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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. During lock downs we saw the impact on progress of those students who returned work on line and received feedback and those that did not. Our SIP is now focusing on Formative assessment as the most effective means of creating rapid progress.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. This mental health lead is having significant impact on PP Persistent absence students.
- 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. Students have completed a survey of the top 10 things they would like to do in the 50 things to do before you are 12. Year 8s are happy to engage in this as they were locked in for so long!

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also took part in a pupil premium review with the LA to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class. Behaviour and attendance data, student voice, conversations with parents, students and teachers in order to identify the challenges faced by 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.