

## 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	James Bateman Middle School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	121 (30%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (3 year action plan separate)
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	T Price
Pupil premium lead	A.Walton
Governor / Trustee lead	Sharon Maguire

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,870
Recovery premium funding allocation this academic year	£18,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£151,140

# Part A: Pupil premium strategy plan

## Statement of intent

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

Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.

The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.

The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.

The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

At present, we will focus on the key challenges that are preventing our disadvantaged students from attaining well:

This includes strategies to improve attendance of disadvantaged students in all year groups, to improve progress in maths, reading and writing through quality first teaching, 1:1/group interventions and well-being support. To improve the performance of disadvantage boys and those who are SEND. Our approach will be through robust diagnostic assessment and through the relationships we build with our learners.
- ***What are the key principles of your strategy plan?***
- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy and quality 1<sup>st</sup> teaching.
- We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:
- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning
- Facilitating pupils' access to education and the curriculum through additional or specialist resources e.g. specialist software
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Targeted support for those Pupil Premium pupils who demonstrate poor attendance, and/or behaviour and support their well-being which will lead to improved progress and attainment. Links formed between families and school to improve trust and confidence.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions show the underperformance of higher ability pupil premium
2	Performance of SEND PP pupils
3	Development of aspirations/opportunities for pupil premium pupils
4	Attendance and parental engagement, including poor access to learning resources at home, Attendance showed disadvantaged students attendance was lower than non-disadvantaged.
5	<p>Mental well-being and closing the gap due to missed learning from COVID19. Discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic (50% whom are disadvantaged) currently require additional support with social and emotional needs, with some disadvantaged receiving small group interventions.</p>

## 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
1. Further improve the progress of high attaining disadvantaged pupils.	The progress of disadvantaged students is at least in line with the progress of other students nationally
2. Further improve the progress of SEND disadvantaged pupils.	SEND disadvantaged students to perform at least in line with all non-disadvantaged students nationally.
3. Further improve the progress for all disadvantaged pupils - especially in writing and maths.	Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in English and Mathematics.
4. Development of aspirations for disadvantaged pupils – cultural capital opportunities.	Disadvantaged students to access a greater range of enrichment activity/ educational visit evident varying subjects.

	Disadvantaged students have increased chances to cultural capital and enrichment opportunities. Target for all pupil premium students to experience at least ? opportunities per year.
5. To improve the attendance of all disadvantaged pupils – especially p/a pupils.	Disadvantaged students to attend at least in line with all non-disadvantaged students nationally. Attendance of disadvantaged students to be 96% as the school target. PA levels are below national figures.
6. To ensure the mental well-being of PP students is supported.	PP students access support from well-being to support their learning

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: £ 66,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention to support Quality 1 <sup>st</sup> teaching	Quality of Teaching for All (EEF Reducing Class sizes +3/ small group tuition +4) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 3
CPD to support Q1stT		
Resources		
Smaller Class sizes	Reducing Class sizes +3 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 3
Reading and language support	Oral Language interventions +6 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	

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

Budgeted cost: £ 39,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery Programme to support students and close the gap (interventions,	small group tuition +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2

resources, staff CPD)		
Interventions to targeted PP and SEND students	small group tuition +4, <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2
1-1 support	1-1 tuition +5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2
TA Interventions (reading comprehension)	TA interventions +4, Reading comprehension +6 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2

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

Budgeted cost: £ 44,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies to support attendance of disadvantaged students: EWO, Attend, 1 <sup>st</sup> day absence phone calls	The Department for Education (DfE) published <u>research</u> in 2016 which found that: <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> <li>• Pupils with persistent absence are less likely to stay in education</li> </ul>	5
Provision of a bespoke Well-being centre to	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved	5

support access to learning	academic performance, attitudes, behaviour and relationships with peers):  Social and emotional learning +4 Behaviour interventions +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	
Student support fund to help support cultural capital or families in need.		4
Breakfast club		5

**Total budgeted cost: £ 151,140**

## 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.

#### Attendance 2020-2022

<b>Overall <u>Non-PP</u></b>	<b>94.31%</b>
<b>Year 5</b>	<b>95.15%</b>
<b>Year 6</b>	<b>94.04%</b>
<b>Year 7</b>	<b>93.24%</b>
<b>Year 8</b>	<b>94.69%</b>

<b>Overall <u>PP</u></b>	<b>93%</b>
<b>Year 5</b>	<b>93.53%</b>
<b>Year 6</b>	<b>92.16%</b>
<b>Year 7</b>	<b>92.6%</b>
<b>Year 8</b>	<b>93.84%</b>

#### SATS Data 2019

Maths Breakdown	Achieving the expected standard		Achieving a higher standard		Average score	
	School %	National %	School %	National %	School	National
	All pupils	83	79	16	27	104.1
Disadvantaged	71	84	6	32	102.5	106.1

Reading Breakdown	Achieving the expected standard		Achieving a higher standard		Average score	
	School %	National %	School %	National %	School	National
	All pupils	80	73	24	27	104.4
Disadvantaged	65	78	9	31	101.4	105.5



Writing Breakdown	Achieved the expected standard		Achieved a greater depth	
	School %	National %	School %	National %
	All pupils	85	78	10
Disadvantaged	76	83	3	24

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Co-hort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National %	School %	National %
All pupils	103	67	65	6	11
Disadvantaged	34	50	71	0	13

Internal assessments during 2020/21 showed that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully achieved.

Our assessment of these outcomes not being fully achieved point primarily to the impact 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 slightly eased by our determination to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as live lessons on Google classrooms.

Although overall attendance in 2020/21 was lower than in the preceding years at 93%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1% lower than their peer.

Attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding

to provide wellbeing support for all pupils, and targeted interventions where required. We are building on these needs with the 3 year action plan.

## 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?	

## 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.*