

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 | Church Hill Middle School |
| Number of pupils in school | 432 |
| Proportion (%) of pupil premium eligible pupils | 40.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/24 - 2025/26 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Rachel Whiting, Principal |
| Pupil premium lead | Amy Terry, Vice Principal |
| Governor / Trustee lead | Richard Davies, Chair |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £ |
| Recovery premium funding allocation this academic year | £ |
| 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 | £ |

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to develop confident and creative young people who thrive in a changing world. We ensure this is the case by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, to stop a pupil's circumstances affecting their academic progress and therefore life chances.

Our pupil premium strategy is carefully created, routed in the context of the community that we serve, in order to remove any potential barriers to pupils achieving this goal and promote strong outcomes for all disadvantaged pupils. We achieve this through a focus on reading, supporting pupils to develop an enriched vocabulary and providing opportunities for pupils to engage in purposeful talk.

The focus of our pupil premium strategy is to diminish any differences between disadvantaged and non- disadvantaged pupils across all year groups: socially, academically, and with opportunities for enrichment. We know that a strong form tutor programme and associated pastoral support creates the most effective environment in which all disadvantaged pupils can achieve; this is a key school improvement priority.

In planning our Pupil Premium Strategy, we also have drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day.

High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap but our school plans also detail a range of out of lesson interventions to support pupils further, as outlined in the EEF tiered approach ([EEF's pupil premium guide](#))

Alongside the tiered approach, the school has 5 agreed approaches to classroom organisation and practice. These include each teacher knowing all their Pupil Premium pupils and ensuring thoughtful seating arrangements are in place to support those pupils). The use of Thrive or Pass to support profiling so the school can disrupt emerging patterns which cause concern. All data is always broken down to include sub-groups of Pupil Premium (including when monitoring online remote learning and device access during the global pandemic). Middle leaders are supported to analyse data without assumptions around disadvantage and to critically evaluate our provision.

We are committed to improving the outcomes of all children and adopt a whole school approach to inclusion, supporting all pupils at an individual level and with a broad understanding that not all vulnerabilities are visible.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The attainment of disadvantaged pupils in maths is lower than that of their peers. Externally set and standardised tests at KS2, whilst higher than the national average in July 2023, still demonstrated a gap between pupil premium pupils and their peers. This was replicated in nationally standardised testing at KS3. |
| 2 | NGRT and teacher assessments indicate that disadvantaged pupils have lower levels of reading comprehension than peers which impacts on their progress across all subjects. This is true across the whole school, but is most evident in KS3. |
| 3 | Our Thrive and Pass surveys have identified that pupils' perceived learning capability and self-regard as learners, as well as attitudes pt teachers and attendance are lower in disadvantaged pupil groups. During external reviews, the disparity between disadvantaged pupils and their peers in the effective communication of ideas and learning was noted. |
| 4 | Our attendance data indicates that the attendance over the last three years among disadvantaged pupils is consistently lower than non-disadvantaged pupils with a consistently higher number of PA pupils being disadvantaged pupils. Assessments and observations indicate that absenteeism negatively impacts on disadvantaged pupils' progress. |
| 5 | Evidence suggests that the impact of a full and varied personal development curriculum and opportunities outside of the classroom, have a disproportionately positive effect on those pupils from disadvantaged backgrounds. Data from 2022-23 suggests that more could be done to encourage this engagement for 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 |
|---|--|
| Improved maths attainment for disadvantaged pupils across the school, but more specifically by the end of KS3 | The progress gap for disadvantaged pupils and their peers is reduced to 10% or less in all three core subjects in Summer 2023. Outcomes in maths at KS2 and KS3 consistently show a diminished gap between disadvantaged pupils and their peers. By 2024/25 outcomes demonstrate that the gap between disadvantaged pupils has reduced further. |
| Improve reading comprehension and therefore attainment among the disadvantaged pupils across the school. | In Summer 2023, the gap between disadvantaged and non-disadvantaged pupils in reading had increased. By 2024/2025 reading outcomes consistently show that outcomes for disadvantaged pupils have made equal or better progress than their non-disadvantaged peers. |
| To achieve and sustain improved wellbeing and pupil confidence in themselves as learners for all pupils in our school, particularly our disadvantaged pupils. | Thrive and PASS surveys reflect increasingly positive outcomes for all pupils with a similar picture for disadvantaged and non-disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Overall attendance rate for all pupils to be at, or above national averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 5%. The percentage of all pupils who are persistently absent is equal to or below the national average and among disadvantaged pupils it is in line with their peers. |
| To widen the range of wider curriculum opportunities for all pupils ensuring that disadvantaged pupils are supported and encouraged to participate. | A significant increase in the offering and the participation in enrichment activities, particularly among disadvantaged pupils is seen across the school. |

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: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments (NGRT, PiXL, GL Assessment, Thrive and PASS)</p> | <p>Standardised tests provide insights into the specific strengths and weaknesses of each pupil to help ensure they receive timely and appropriate interventions or teaching instruction.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>1, 2, 3</p> |
| <p>Embed the Teaching and Learning Cycle, to support effective curriculum delivery and the provision of CPD to secure high-quality teacher questioning</p> | <p>Special Educational needs in mainstream schools guidance report shows strong evidence that improving high quality teaching for all pupils will improve outcomes for all pupils, but especially for disadvantaged pupils. Explicit instruction and questioning sits within this.</p> <p>Improving Literacy in Secondary Schools</p> | <p>1 & 2</p> |
| <p>Develop a whole school approach to the teaching of reading with a strong focus on teaching reading comprehension</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>2</p> |
| <p>Enhancement of our maths teaching and curriculum planning using White Rose. We will fund teacher release time to access CPD through the GLOW maths Hub.</p> | <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> | <p>1</p> |

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| <p>Sustained CPD to support developing meaningful talk through building oracy sequences into sequences of learning. Focussed strategies to support narrowing the vocabulary Gap</p> | <p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving Literacy in Secondary Schools</p> | <p>1 & 2</p> |
|---|---|------------------|

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

Budgeted cost: £ 62, 430

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Support additional interventions for all pupils, but with a high focus on SEND disadvantaged pupils through effective deployment of Achievement Assistants.</p> | <p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. This approach can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>This also applies to the provision of Thrive interventions for SEMH and wellbeing</p> | <p>1, 2 & 3</p> |
| <p>Targeted reading interventions to support struggling readers: PiXL therapies for targeted pupils</p> <p>Implementation of Fresh Start phonics programme</p> <p>Adopting a targeted reciprocal teaching programme as a</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>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:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> | <p>2</p> |

| | | |
|---|---|----------|
| reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. | | |
| Provision of Booster sessions and homework club for pupils who have been identified as having gaps in learning. A significant proportion of these will be disadvantaged pupils. | <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>Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> | 1, 2 & 5 |

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

Budgeted cost: £ 40,714

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embedding a whole school Thrive approach to meet the SEMH needs of pupils and provide bespoke interventions for identified pupils. Use of PASS to | The impact the thrive approach has on children has been evidenced in a number of studies: Thrive helps develop resilience in young people (Hart and Heaver 2015); Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self confidence and attendance (McGuire-Snieckus et al 2015) | 3 |

| | | |
|--|--|---|
| <p>identify needs and target SEMH support for disadvantaged pupils.</p> | <p>More generally, evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</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>Embedding principles of good practice set out in DfE's advice on 'Improving School attendance'.</p> <p>Student support for behaviour and attendance to implement a programme of support for identified pupils and their families.</p> | <p>The DfE guidance, Improving School Attendance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> | 4 |
| <p>Provision of wider opportunities for all pupils ensuring that the most vulnerable pupils have priority access to, and funded support in order for pupils to access provision.</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>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> | 5 |

Total budgeted cost: £ 178,144

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.

Internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than that of their peers and this has been a similar picture across the last two years. However, there has been a slight increase in the number of disadvantaged pupils reaching expected standards at KS2. There is still a gap between the percent of PP (63%) and non-PP students (74%) being on or above target in English and maths by the end of year 8. Overall, the outcomes we aimed to achieve in our previous strategy by the end of 2022/2023 were not fully realised.

A strong whole school focus on raising attendance had some impact with overall attendance increasing from the previous year to 93%. There is still a gap between PP and non-PP students which represents 4%. Persistent absence was also higher for the disadvantaged pupils by 3%, however this was lower than the previous year. Building on these successes, raising attendance for all groups and closing the disadvantaged gap is a high priority for our new plan going forward.

Our Thrive and PASS assessments have demonstrated positive outcomes for pupils overall, above national measures. There have also been improvements in pupil behaviours over the past two years with fewer incidents recorded, and less incidence from pp students proportionally.

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 |
|----------------------|-----------------|
| PiXL interventions. | PiXL |
| NGRT and Pass Survey | GL Assessments |