

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	451
Proportion (%) of pupil premium eligible pupils	175 (39%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 - 2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Angela Crawley Principal
Pupil premium lead	Amy Terry, Vice Principal
Governor / Trustee lead	Sarah Perrett, Chair of LAGB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,740
Recovery premium funding allocation this academic year	£0
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	£204,740

# 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.

The focus of our pupil premium strategy is to diminish any differences between disadvantaged and non-disadvantaged pupils across all year groups: socially and academically. We know that consistent routines, high quality teaching and learning, access to enrichment opportunities, a strong form tutor programme and associated pastoral support creates the most effective environment in which all disadvantaged pupils can achieve.

High quality teaching and learning is the most effective strategy in narrowing the pupil premium achievement gap, however, our school plans also detail a range of out of lesson interventions to support pupils further, where a need is identified. At Church Hill Middle School we have agreed approaches to classroom organisation and practice to support disadvantaged students to make progress in line with their non-disadvantaged peers. These include the following:

- Consistent routines that create a positive, calm and safe learning environment where disadvantaged students want to learn and can learn.
- Regular and systematic checking for understanding in the classroom and through teacher assessments.
- The use of data to identify trends so the school can disrupt emerging patterns of under attainment in disadvantaged pupils. All data is broken down to include sub-groups of pupil premium and all teachers are supported to analyse this data so that identified gaps can be closed through high quality teaching.
- Providing students with purpose feedback including verbal feedback and written feedback linked to the summative assessment of learning, so that disadvantaged students know where they are in their current learning and know what they need to do to make further progress.
- Expert modelling of the steps to success in learning using a variety of pedagogical approaches so that disadvantaged students know how to make progress.

We know that the attendance of disadvantaged pupils is often lower than that of their non-disadvantaged peers. This year a key school improvement priority is to develop a whole school approach to improving attendance with a focus on disadvantaged pupils. We also commit to expanding our enrichment offer in school, in line with the CRST Enrichment Guarantee, tracking disadvantaged uptake and targeting disadvantaged students to ensure that the proportion of disadvantaged pupils benefiting from wider experiences is greater than that of the cohort percentage. We will ensure that there is a wide range of student leadership opportunities and that disadvantaged pupils are proportionally represented across all student leadership groups.

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	Variable starting points and some gaps in maths means that the attainment of some of our disadvantaged pupils in maths is lower than that of their peers. Externally set and standardised tests at KS2, demonstrated a gap between pupil premium pupils and their peers (72% non-PP compared to 62% PP). This was attainment gap is replicated in nationally standardised testing at KS3.
2	SATs, NGRT and our teacher assessments indicate that some disadvantaged pupils have lower levels of reading comprehension than their peers which impacts on their progress across all subjects. This is true across the whole school, with reading gap being similar at KS3 and KS2.
3	Our observations, discussions with students and assessments (such as PASS) indicate that many students (but particularly our disadvantaged students) have lower levels of organisation, preparation and feel less confident about school.
4	Attendance in school. In KS3 attitudes to attendance were poorer with free school meal children when compared to their peers. The number of PA pupil premium pupils was double that of non-pupil premium PA pupils in 2023/2024. This gap is reflected the average attendance of pupil premium students across the school when compared with non-pupil premium.
5	Evidence suggests that the impact of a full and varied enrichment curriculum, opportunities for student leadership and experiences outside of the classroom, have a disproportionately positive effect on those pupils from disadvantaged backgrounds. Data from 2023/2024 suggests that more could be done to encourage this engagement for pupils to participate in a wide range of enrichment experiences.

## 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 academic attainment for disadvantaged pupils across the school, with a focus on increasing the percentage of pupils achieving mastery/exceeding.	The progress gap for disadvantaged pupils and their peers is reduced to 5% or less in all subjects in Summer 2025. Outcomes in maths at KS2 and KS3 consistently show a diminished gap between disadvantaged pupils and their peers.
To achieve and sustain improved wellbeing and pupil confidence in themselves as learners for all pupils in our school, particularly our disadvantaged pupils.	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 enrichment 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. Data is tracked and disadvantaged students are targeted.

## 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: £ 144,740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Church Hill's Routines</u></b></p> <p><i>CH Routines are embedded into teacher practice across the school. Consistent routines create a positive, calm and safe learning environment where disadvantaged students want to and can learn. Teachers model high expectations for behaviours for learning.</i></p> <ul style="list-style-type: none"> <li>• Ongoing inhouse CPD and QED briefings builds a culture of consistency. Habits of deliberate practice are evident.</li> <li>• Trauma informed training supports a relational approach to student teacher interactions creating trusted adult relationships.</li> <li>• Quality assurance of the impacts of CPD on teacher behaviours and practice.</li> <li>• Teacher feedback following QA.</li> <li>• Coaching support for teachers identified as needing support.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1, 3, 4</p>
<p><b><u>Checking for understanding and providing purposeful feedback.</u></b></p> <p><i>Regular and systematic checking for understanding in the classroom and through teacher assessments. Teachers circulate and provide verbal feedback. Regular progress feedback in exercise books and in depths feedback for assessment pieces of work.</i></p> <ul style="list-style-type: none"> <li>• New feedback and marking policy launched.</li> <li>• CPD and QED briefings to support implementation.</li> </ul>	<p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 2</p>

<ul style="list-style-type: none"> <li>Quality assurance programme of book scrutiny, pupil book study and learning walks.</li> </ul>		
<p><b><u>Robust data analysis and action planning.</u></b></p> <p><i>Data is used by all staff to profile classes and inform planning and interventions.</i></p> <ul style="list-style-type: none"> <li>Purchase of standardised diagnostic assessments</li> <li>(NGRT, PiXL, GL Assessment and PASS)</li> <li>All staff trained to analyse data following data drops to profile classes. Trends identified and data informs planning. Disadvantaged pupils are a whole school focus.</li> <li>Middle leaders and SEND team use data to identify students for intervention outside of the classroom.</li> </ul>	<p><a href="https://education.gov.scot/media/vzvdpa/c/the-effective-use-of-data-for-improvement-in-education.pdf">https://education.gov.scot/media/vzvdpa/c/the-effective-use-of-data-for-improvement-in-education.pdf</a></p>	<p>1, 2, 4</p>
<p><b><u>Expert modelling of the steps to success in learning.</u></b></p> <p><i>Teachers use a variety of pedagogical approaches so that disadvantaged students know how to make progress.</i></p> <ul style="list-style-type: none"> <li>Ongoing inhouse CPD and QED briefings builds a culture of consistency. Habits of deliberate practice are evident.</li> <li>Quality assurance of the impacts of CPD on teacher behaviours and practice.</li> <li>Teacher feedback following QA.</li> <li>Coaching support for teachers identified as needing support.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 2, 3</p>
<p><b><u>Recruitment of additional staff to support pastoral and curriculum.</u></b></p> <ul style="list-style-type: none"> <li>Additional teaching staff recruited at KS2 and KS3, as well as a permanent Cover Supervisor, to reduce the amount of cover experienced by disadvantaged pupils.</li> <li>A fully staffed pastoral team has been created and additional support staff recruited to ensure that disadvantaged pupils are supported.</li> </ul>		<p>1, 2, 4</p>

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

**Budgeted cost: £ 45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Targeted academic support and Interventions</u></b></p> <p><i>Provide additional interventions for all pupils, but with a high focus on SEND disadvantaged pupils through effective deployment of Achievement Assistants.</i></p> <ul style="list-style-type: none"> <li>• Fresh start programme is effective in closing the literacy gap for identified disadvantaged pupils.</li> <li>• Additional staff in KS2 recruited to ensure that English and maths can be set. Targeted teaching supports disadvantaged learners to make progress.</li> <li>• PiXL therapies for targeted disadvantaged pupils identified through testing.</li> <li>• KS3 maths intervention programme.</li> <li>• Learn By Question programme</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1, 2, 4</p>

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

**Budgeted cost: £15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Attendance</u></b>  <i>Improve attendance of disadvantaged pupils and reduce the number of PA disadvantaged pupils.</i></p> <ul style="list-style-type: none"> <li>• Inhouse CPD creates a culture of ‘Attendance is everyone’s responsibility’. All staff play a role in improving attendance.</li> <li>• Trauma informed training supports a relational approach to student teacher interactions creating trusted adult relationships. These encourage our disadvantaged students to attend more.</li> <li>• Data tracking by leaders ensures early identification of students at risk. Subsequent interventions at pastoral level work with students and families to solve the causes of absence.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4
<p><b><u>Enrichment</u></b></p> <ul style="list-style-type: none"> <li>• Enrichment programme covers a wide range of activities and subject areas.</li> <li>• Tracking of attendance at all after school enrichment activities provides leaders with data including the disadvantaged and non-disadvantages breakdown.</li> <li>• Disengaged disadvantaged students are targeted and supported to attend enrichment opportunities.</li> <li>• School trips are part funded for pupil premium students to ensure that disadvantaged students can attend.</li> <li>• AU sports and Redgate provide sports coaching for small groups of vulnerable and often disadvantaged students.</li> </ul>	<p><a href="https://epi.org.uk/events/enrichment-for-all-what-does-the-evidence-tell-us-about-access-impact-and-opportunities-for-improvement/">https://epi.org.uk/events/enrichment-for-all-what-does-the-evidence-tell-us-about-access-impact-and-opportunities-for-improvement/</a></p> <p><a href="https://www.ncfe.org.uk/media/wt0luacr/the-valuing-enrichment-project-emerging-findings-and-recommendation.pdf">https://www.ncfe.org.uk/media/wt0luacr/the-valuing-enrichment-project-emerging-findings-and-recommendation.pdf</a></p>	5
<p><b><u>Wider opportunities</u></b></p> <ul style="list-style-type: none"> <li>• Swimming lessons to be delivered onsite (sum-</li> </ul>	<p><a href="https://www.youthsporttrust.org/media/f5xni1fn/ys">https://www.youthsporttrust.org/media/f5xni1fn/ys</a></p>	5



<p>mer term). This provides opportunities for targeted small group provision for non-swimmers in KS3. Ensuring that any disadvantaged pupils should leave school with basic swimming skills.</p>	<p><a href="#">t-power-of-enrichment-resource-2020-21.pdf</a></p>	
<p><b><u>Student wellbeing and community</u></b></p> <ul style="list-style-type: none"> <li>• Mental Health Ambassadors (MHAs) represent each class in school. The MHAs meet regularly to support the leadership of and planning for mental health across the school.</li> <li>• Our uniform provision creates a no shame, solution focussed approach to maintaining high uniform standards. Disadvantaged students are provided with uniform if they are unable to do this for themselves.</li> <li>• Breakfast club tracks the attendance of pupils and targets disadvantaged pupils with poor attendance.</li> <li>• Daily bagels are provided for all students at breaktime so that disadvantaged students have a free food provision every day.</li> <li>• Parent and carers events are calendared throughout the year to provide opportunities to build relationships with our community stakeholders. For example, Meet and Greet evenings and MacMillan Coffee Morning.</li> <li>• Period products will be available in toilets across the school and in key stage offices so that period poverty does not impact on our disadvantaged girls.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>3, 5</p>

**Total budgeted cost: £ 204,740**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**Year 6 summer results summary:**

The percent of total students achieving age related or above in reading, writing and maths combined was 56%, with the percent of pupil premium pupils being 43% (13% achievement gap)

The percent of total students achieving age related or above in reading was 72%, with the percent of pupil premium pupils being 67% (5% attainment gap).

The percent of total students achieving age related or above in writing was 67%, with the percent of pupil premium pupils being 55% (8% attainment gap).

The percent of total students achieving age related or above in reading combined was 72%, with the percent of pupil premium pupils being 62% (5% attainment gap).

**Year 8 summer attainment summary:**

The percent of pupils on target in English and maths was 44.8% with pupil premium pupils at 38.2%.

The percent of pupils on target in science was 56.9% with pupil premium pupils at 44.1%.

**Attendance:**

Pupil premium attendance was 84.8% average over the year with non-pupil premium being 92.4%

### 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