

## 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  | 380                          |
| Proportion (%) of pupil premium eligible pupils   | 42%                          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025       |
| Date this statement was published   | December 2021                |
| Date on which it will be reviewed   | July 2022                    |
| Statement authorised by   | N Beech, Executive Principal |
| Pupil premium lead  | C Lewis, Head of School      |
| Governor / Trustee lead   | Julia Hayes                  |

### Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £158,714  |
| Recovery premium funding allocation this academic year  | £ 19, 430 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £178,144  |

# 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, where needed, to stop a pupil's circumstances affecting their academic progress and therefore life chances. Our priority is to implement our vision through highly effective classroom teaching supplemented by interventions to support vulnerable learners. In planning our Pupil Premium Strategy, we 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 schools' plans also detail a range of out of lesson interventions to support pupils further. The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on school, phase and context. All leaders, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.

We use the EEF tiered approach. [EEF's pupil premium guide](#) .

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

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). We are driven by a moral imperative to improve outcomes and experiences for learners from disadvantaged backgrounds and all staff understand the tiered approach and agreed focus areas within each tier. We are committed to improving our expertise as leaders and teachers working with the disadvantaged and most vulnerable learners and are working closely with the EEF, the guidance documents and the Big Picture teaching and Learning Toolkit [EEF Big Picture](#)

## 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 KS3 maths is lower than that of their peers. Baseline data for Year 7 and Year 8 shows a gap between the attainment of disadvantaged pupils and their peers. Diagnostic assessments show that procedural and conceptual understanding is weak for these cohorts.  |
| 2                | The attainment of disadvantaged pupils in KS3 English is lower than that of their peers. Baseline data for Year 7 and Year 8 shows a gap between the attainment of disadvantaged pupils and their peers. Pupils' ability to write with grammatical accuracy and complete sustained writing diminished due to the pandemic and is evident across the school. This has impacted negatively on pupil outcomes. |
| 3                | 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.  |
| 4                | Baseline data indicates that SEND pupils, and especially PP SEND pupils did not meet their personal targets in the last two academic years. Data on remote learning access and engagement with learning showed the biggest negative impact on this group of learners which has resulted in significant knowledge gaps resulting in pupils falling further behind.   |
| 5                | Our Thrive and Pass surveys have identified that pupils' perceived learning capability and self-regard as learners are lower in Year 5 and Year 8 and this is more significant in disadvantaged pupils. Our observations and discussions with pupils have identified social and emotional issues such as low self-esteem and a lack of confidence as a barrier to learning for these pupils.                |
| 6                | 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.  |
| 7                | Significant number of pupils with exclusions are disadvantaged pupils. Analysis of data shows that the majority of behaviour logs are also for disadvantaged pupils.  |
| 8                | During school closures and as a result of the pandemic, the ability to provide wider enrichment opportunities was reduced considerably, impacting on pupil well-being. The impact on disadvantaged pupils was felt more widely as data shows that these pupils were less engaged in the wider learning opportunities provided by the school.  |

## 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 outcomes gap for disadvantaged pupils and their peers is significantly reduced in 2021/2022. Outcomes in maths at KS2 and KS3 consistently show a diminished gap between disadvantaged pupils and their peers in line with national norms. By 2024/25 outcomes demonstrate that disadvantaged pupils achieve as well as their peers.   |
| Improve the attainment for disadvantaged pupils in English across the school, but more specifically by the end of KS3  | The outcomes gap for disadvantaged pupils and their peers is significantly reduced in 2021/2022. Outcomes in English at KS2 and KS3 consistently show a diminished gap between disadvantaged pupils and their peers in line with national norms. By 2024/25 outcomes demonstrate that disadvantaged pupils achieve as well as their peers. |
| Improve reading comprehension and therefore attainment among the disadvantaged pupils across the school.   | In 2021/2022, the disadvantaged non disadvantaged gap in reading is significantly reduced. By 2024/2025 reading outcomes consistently show that outcomes for disadvantaged pupils are in line with national norms and with their peers.  |
| Secure consistently good outcomes for SEND for all pupils, particularly disadvantaged pupils.  | SEND pupils meet their individual targets and the disparity between disadvantaged and non-disadvantaged SEND pupils is consistently diminished.  |
| To achieve and sustain improved well being 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 least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 3%.<br>The percentage of all pupils who are persistently absent is below 10% and the figure among disadvantaged pupils being 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 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: £ 75,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of standardised diagnostic assessments   | <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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>  | 1, 2, 3, 4.                   |
| Embed the Teaching and Learning Cycle, to support effective curriculum delivery and the provision of CPD to secure high-quality explanation and modelling | <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 pupils with SEND. Explicit instruction sits within this.</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Evidence shows that explicit teaching of metacognitive and self-regulatory strategies encourage pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils enabled to manage their own learning and overcome challenges themselves in the future.</p> <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> | 1, 2, 3, 4                    |
| Develop a whole school approach to the teaching of reading with a strong focus on teaching reading comprehension, and on developing disciplinary reading. | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a> Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <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>   | 2, 3, 4                       |

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|--|--|------------|
| <p>Enhancement of our maths teaching and curriculum planning using White Rose.</p> <p>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><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></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><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/mathsguidance-ks1and2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> | 1,4        |
| <p>Sustained CPD to support developing meaningful talk through building oracy sequences into sequences of learning.</p> <p>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><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Improving Literacy in Secondary Schools</a></p>  | 1, 2, 3, 4 |

## 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>Additional groups supported in English and maths in KS3. 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><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></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> | 1, 2, 3, 4                    |
| <p>Targeted reading interventions to support struggling readers:</p>  | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>  | 2, 3, 4                       |

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|--|---|-----------------|
| <p>PiXL therapies for targeted pupils. Additional literacy sessions targeted at disadvantaged pupils who require further intensive reading support. Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> | <p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br/> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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:<br/> <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   |                 |
| <p>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>   | <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:<br/> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> | <p>1, 2,3,4</p> |

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

Budgeted cost: £ 40,714

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding a whole school Thrive approach to meet the SEMH needs of pupils and provide bespoke interventions for identified pupils.<br/>Use of PASS to identify needs and target SEMH support for disadvantaged pupils.</p>         | <p>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)</p>   | <p>5,6,7</p>                  |
| <p>Embedding principles of good practice set out in DfE's advice on 'Improving School attendance'.<br/>Student support for behaviour and attendance to implement a programme of support for identified pupils and their families.</p> | <p>The DfE guidance, <a href="#">Improving School Attendance</a> has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>   | <p>6</p>                      |
| <p>Ensure the most vulnerable pupils have priority access to classroom teaching and online materials e.g. IT devices, books, revision guides</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.<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> | <p>5, 6, 7</p>                |
| <p>Provision of wider opportunities for all pupils ensuring that the most vulnerable pupils</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>5, 6, 7</p>                |



|   |  |  |
|---|--|--|
| <p>have priority access to, and funded support in order for pupils to access provision.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> |  |
|---|--|--|

**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.

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| <p>Internal assessments during 2020/21 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 and increased numbers reaching ARE by the end of year 8. Overall the outcomes we aimed to achieve in our previous strategy by the end of 2020/2021 were not fully realised.</p> <p>The impact of COVID-19 on pupil outcomes was significant with partial school closures and COVID related absence. This 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 that we intended. We were however able to reduce the impact by moving quickly to full curriculum provision through online teaching and the provision of access to IT devices which prioritised disadvantaged pupils. Teaching priorities for reading and ensuring QFT through embedding a school-wide teaching and learning policy had the most impact on pupil outcomes.</p> <p>A strong whole school focus on raising attendance had a significant impact with overall attendance increasing from the previous two years to 95.52% against a target of 96%. Key to raising attendance figures was targeted support for disadvantaged pupils since absence among disadvantaged pupils was 3% higher than their peers. Persistent absence was also higher for the disadvantaged pupils by 6.25%. Although our overall targets were not met, the gap in both areas was diminished. Building on these successes, raising attendance for all groups and closing the disadvantaged gap is a high priority for our new plan going forward.</p> <p>Limitations on being able to maintain strong provision for wider curriculum opportunities due to COVID related restrictions was felt more acutely on our disadvantaged and vulnerable pupils. Planned spending was adjusted to ensure that increased provision was available to support the mental health and well-being of all pupils, but especially the most vulnerable pupils. This included targeted support for groups/individuals through developing a stronger pastoral support team within the school and through using pupil premium funding to provide well-being support. Our Thrive and PASS assessments have demonstrated positive outcomes for pupils overall. There have also been improvements in pupil behaviours over the past two years with fewer incidents recorded. However, this continues to be a focus on the new plan to ensure that</p> |
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## 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. |          |
|                     |          |

## 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)

Other strategies that will be implemented to support good outcomes for all pupils and closing the gap between disadvantaged pupils and their peers:

- Strengthen feedback and marking approaches to have maximum impact on pupil outcomes, but more specifically the disadvantaged pupils. [EEF evidence](#)
- Focussed strategies to facilitate narrowing the vocabulary gap including the use of CUSP resources to support teaching and learning.
- Sustained CPD to support developing opportunities for meaningful talk through building oracy into sequences of learning.
- Support for funding of uniform, trips/extra curricular activities so that the wider curriculum is accessible to all pupils.
- Enhanced parental engagement opportunities for disadvantaged pupils.

### **Planning, implementation, and evaluation**

Evidence from multiple sources of data including assessments, engagement in learning during school closures, book scrutiny, pupil voice, was used to inform our strategy. We also shared effective practice from other schools across the Trust to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our 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.