

Pupil premium strategy statement 2021/2022 Review Feb 22

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	Middleton
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Deborah Hartley - Headteacher
Pupil premium lead	Deborah Hartley
Governor / Trustee lead	Pauline Wallace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,005
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£50,705

Part A: Pupil premium strategy plan

Statement of intent

The purpose of Pupil Premium spending is to address barriers to learning for pupils, with particular reference to the most disadvantaged pupils within our school community. Pupil progress is reviewed at regular points throughout the year and specific barriers to learning for individual pupils, as well as the pupil premium cohort are analysed in detail. This information is then used to inform decisions about the objectives to be addressed by Pupil Premium spending for the forthcoming academic year. All pupils attending Middleton School have Special Educational Needs and an EHCP, indicating that they may be academically challenged when comparisons are made with their mainstream peers. It is for this reason that **all** pupils frequently benefit from strategies put in place as a result of Pupil Premium funding. In addition, there are a cohort of pupils within the school for whom their socio-economic background may potentially impact upon academic progress and social opportunities. Although our strategy is focused on the needs of disadvantaged pupils, it is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. The pupil premium strategy targets pupil attainment, pupil access, pupil inclusion and pupil achievement, while preparing pupils for optimum independence and success in the next steps on their learning journey, and ultimately life as a young adult in the wider world.

Pupils benefit from increased staffing ratios, targeted intervention work and specialised resources. The impact of the pupil premium spend will be measured primarily within progress in Literacy, Numeracy and PSHE over the academic year.

The Pupil Premium Strategy Plan for 2021/2022 includes elements of Covid Recovery, as also identified on our Covid Recovery plan, but is mindful of the specific needs of the more disadvantaged pupils within the school.

Challenges

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

Challenge number	Detail of challenge
1	Data analysis of pupil performance and attainment 2020/ 2021 has demonstrated that the pupil premium cohort have made less progress within the area of PSHE over the past academic Year, when comparisons are made to whole school population progress.
2	Data analysis of pupil performance and attainment 2020/2021 has shown that the pupil premium cohort made slightly lower rates of progress than the whole school cohort within the strand of Reading.
3	Personal and social life skills require further support within the main body of the pupil premium cohort.

4	Disadvantaged pupils within this cohort have less access to extra curricular activities and wider life experiences, and less opportunity to develop cultural capital beyond school..
5	While all pupils within an LD setting have specific challenges with regard to language and communication, we have observed that pupils within the pupil premium cohort have been affected to a greater extent by the pandemic and it's impacts upon learning.
6	Pupils within the pupil premium cohort often require multi agency support. It is imperative that a range of professionals work cohesively to support the needs of these pupils. The impact of the pandemic has sometimes led to less of a 'joined up' approach and opportunities for effective communication between a full range of professionals have sometimes been missed.

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
<p>1) Rates of pupil progress within the area of PSHE increase for all pupils. Pupil Premium cohort makes good or outstanding progress within PSHE. Improved self-esteem, confidence and social skills which, in turn, support progress across all areas of the curriculum. Pupil attendance at pastoral weekly intervention group.</p>	<p>Data analysis of 2021/2022 cohort demonstrates an increase in pupil attainment in PSHE. Evidenced through observations of pupils. Evidenced through consultation with parents. Pupils receive pastoral support and may no longer be identified as 'in need' of intervention.</p>
<p>2) Pupils make higher rates of attainment within the area of Reading. Higher reading attainment allows for greater rates of progress in other areas of the curriculum. Greater percentage of pupils perform as 'functional readers' Pupils experience a wider range of texts/ literature.</p>	<p>2) Pupil Premium attainment is more in line with the attainment of the whole school population Pupils make good or outstanding progress across all key areas of the curriculum, as demonstrated in the July 2022 data analysis.. Percentage of Pupil Premium cohort at M9 or above, for reading, increases. Pupils observed accessing a wider range of literature and texts.</p>
<p>3) Opportunities for Pupil Premium cohort to attend extra curricular clubs, with a focus upon life skills and social interactions. Attendance at intervention groups where appropriate. Development of friendships and extended social groups. Pupils feel empowered and experience a rise in self-esteem and self-worth. To improve opportunities for social interaction and the development of play skills for pupils in</p>	<p>3) Pupil growth in independence skills as observed within school. Less reliance upon adults for support as observed within school. Evidenced through communication with parents. Data analysis in July 2022 demonstrates improvement within related PSHE strands. Less anti social behaviour and violent incidents observed on the playground.</p>

KS1	
<p>4)</p> <p>Pupils are able to express themselves physically and creatively.</p> <p>Development of new talents and skills.</p> <p>Pupils experience activities they wouldn't usually have the opportunity to try.</p> <p>Pupils build positive relationships with others.</p> <p>Pupils have the opportunity to develop and learn new skills and to work alongside a different peer group and staff.</p>	<p>Pupil premium inclusion within sports teams and creative performances.</p> <p>Data analysis in July 2022 demonstrates improved attainment within PE, Creative Arts and PSHE.</p> <p>Pupil Premium cohort attend clubs and trips.</p> <p>Pupils engage in extra curricular activities beyond school.</p> <p>Pupils readily engage with a wider circle of peers and adults.</p>
<p>5) Pupils have access to SLCN intervention groups.</p> <p>Pupils receive additional support with communication.</p> <p>Pupils have access to a wider range of SALT resources.</p> <p>Pupils have enhanced opportunities to socialise and communicate with others.</p> <p>Pupils have access to differentiated learning within the main classroom.</p> <p>All pupils, whether directly attending a planned intervention or not, will benefit from smaller groups and a more personalised curriculum</p> <p>To improve pupil progress within speaking and listening, particularly within the SLCN and E2L cohorts</p> <p>Improved outcomes for all pupils.</p>	<p>Individual pupil progress evident in the July 2022 data analysis.</p> <p>Progress is evidenced in SALT reports.</p> <p>Pupils use a range of augmentative devices effectively to communicate with others.</p> <p>Pupils access software resources to support communication.</p> <p>In the July 2022 data analysis, PP, SLCN and E2L cohorts make improved progress within speaking and listening.</p> <p>Pupils happy and safe in school – as evidenced in pupil feedback opportunities..</p>
<p>6)</p> <p>Effective communication between all stakeholders.</p> <p>Professional workspace available for multi agency collaboration use.</p> <p>Training in the effective use of remote platforms to maintain strong communication between agencies where appropriate.</p>	<p>Installation and full equipment of a purpose built professional meeting room.</p> <p>Clear plans and goals communicated among all stakeholders to ensure progress for individual pupils.</p> <p>Regular attendance at virtual meetings where appropriate and confident use of the platform.</p>

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: £ £14,700

Activity	Evidence that supports this approach	Challenge number(s) addressed	Update mid year
Additional Staff (to benefit whole pupil population as well as individual needs)	Improved opportunities for pupils to access differentiated learning within the curriculum. Provision of smaller focussed groups in particular for phonics, reading and number has impacted upon pupil performance. Data analysis over the past five years has supported the progress made by pupils, partly as a result of higher staffing ratios and a more focussed level of support.	1, 3,	Additional staffing levels has supported pupils in class, and individual pupil access to the curriculum. Feb 22
Staff to attend training in EYFS learning through play CPD	Staff confident in the delivery of teaching and learning through structured play There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1, 3,	Training booked Aut 21
Staff to attend further training in the teaching of early reading skills and the use of the new reading scheme.	Staff confident in the delivery of teaching and learning of reading for early readers There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Pupil attainment improvement in data analysis.	2	Whole school CPD delivered. Several staff attended CPD 'for the love of reading' and Eng lead attended CPD 'reforms to the teaching of early reading' Aut 21

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

Budgeted cost: £ 22,505

Activity	Evidence that supports this approach	Challenge number(s) addressed	Update Mid Year
Targeted “skills for life” after school club for PP children	Further development of life skills for a range of PP pupils in Upper Key Stage Two has impacted upon their independence skills. Evident in data analysis of PSHE attainment for this cohort over the past five years..	1, 3, 4	
Literacy skills intervention group + 1;1 regular reading session – PP targeted pupils	<p>The provision of dedicated sessions to improve performance within literacy strands – specifically reading – has contributed to raised attainment within this area. Observations have evidenced a rise in pupil ‘love of reading’ and engagement with a range of texts.</p> <p>DFE paper; Research evidence on reading for pleasure Education standards research team May 2012</p> <p>Pupils (particularly those with SEND and ASD) require focused opportunities to develop comprehension skills.</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p>	2, 4, 5	Targeted staff support for 1;1 reading Aut 21 and Spr 22
Training for parents in effective support to develop reading skills with their children.	Evidence demonstrates that parental support in the home can greatly improve academic attainment for pupils. Research has shown, without exception, that the home is one of the most important sources of emergent literacy skills and that a positive learning environment at home can greatly help children develop full literacy.	2, 4, 5	Training scheduled for March 2022
Jigsaw Initiative – specialised resources, room and staffing – targeted pupils & whole school	<p>The provision of specific targeted learning opportunities for pupils who benefit from a more sensory and focused environment improves attainment.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Improved attainment and focused learning for those pupils remaining in</p>	1, 2, 3, 5,	Affected by COVID19 but planned and resourced.

	class.		
To initiate intervention groups for targeted pupils, with the support of the SALT team	Evidence demonstrates that pupils make progress in speaking and listening skills when supported by a range of appropriate interventions. What works database (ican.org.uk) Pupil attainment dropped within the area of communication during the pandemic. Reduced access to SALT provision and interventions impacted upon pupil performance as evidenced in data analysis report 20/21	1, 5, 6	
To purchase augmentative devices and appropriate software to support enhanced communication for targeted pupils.	Consultation with SALT evidences the need for additional resources to support effective communication for some pupils. What works database (ican.org.uk) Improved access for pupils to a range of learning experiences and greater inclusion would be evidenced in assessment data.	5	Software purchased and uploaded Jan 22. Training for staff Jan 22
To provide a wider range of extra curricular clubs and learning opportunities for all pupils.	Development of cultural capital is a core element of effective education – particularly in the SEN sector. Education inspection framework (EIF) - GOV.UK	1, 3, 4	

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Update Mid Year
A day trip out to experience a 'forest school' – PP pupils	The exploration of new experiences enhances cultural capital. Opportunities to build trusting relationships with others should be reflected within PSHE attainment..	1, 3, 4	
Lunchtime clubs aimed at the development of a range of interests/skills – All pupils	Attendance at extra curricular activities impacts upon learning and also social and emotional development. phttps://nces.ed.gov/pubs95/web/95741 .	1, 3, 4	
Construction and equipping of a Meeting room/ CPD resource for staff,	Improved outcomes for pupils as a result of effective communication between a full range of professionals. Multi-agency working can make a unique	6	Meeting room constructed Aut 22. Resourced

parents and professionals – whole school + PP cohort	<p>contribution to preventative and early intervention services</p> <p>https://www.nfer.ac.uk/media/2001/mad01.pdf</p> <p>Enhanced facilities for CPD delivery.</p> <p>Enhanced facilities for parents/ carers to discuss and review pupil progress and access family support.</p> <p>All of the above impacts upon performance and outcomes for pupils</p>		Spr 22
Audit current practice and play requirements of pupils in KS1, source resources, repair and develop current outdoor space.	<p>Pupil access to safe and stimulating outdoor space and appropriate play resources impacts social development and also affects attainment across the curriculum. Pupils access appropriate resources to support learning through play</p> <p>https://www.familylives.org.uk › advice › learning-and-play</p>	1, 3	Resources audited Aut 21 and researched Jan 22
Ensure structured play is timetabled into learning plans. Staff role model social interaction for pupils	<p>Pupils make good progress within PSHE</p> <p>https://www.familylives.org.uk › advice › learning-and-play</p>	1, 3	Additional staffing employed for lunchtime playground activity Jan 22

Total budgeted cost: £50,705

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.

Impact of Pupil Premium for the 2020/2021 academic year:

Pupil achievement and progression is reported to parents on an individual basis. A report on the progress of this group of children as a whole and as individuals in the last academic year is available on the website. The performance of the Pupil premium cohort is demonstrated in the tables below.

The impact of the Pupil Premium expenditure is measured through the progress of Pupil Premium pupils in Literacy, Numeracy and PSHE. We set our pupils a challenge target of achieving two sub levels of progress over an academic year. Progress for the pupil premium cohort 2020/2021 (and a direct comparison with the whole school cohort) can be viewed below, along with the data for the preceding year cohort (Pre COVID19);

2019/2020 cohort	English - % of pupils making 2 or more sub levels of progress	Maths - % of pupils making 2 or more sub levels of progress	PSHE- % of pupils making 2 or more sub levels of progress
Pupil Premium Cohort	88.5%	80%	96%
Whole school cohort	82%	80%	91%

2020/2021 cohort	English - % of pupils making 2 or more sub levels of progress	Maths - % of pupils making 2 or more sub levels of progress	PSHE- % of pupils making 2 or more sub levels of progress
Pupil Premium Cohort	63%	38%	45%
Whole school cohort	48%	38%	34%

The Coronavirus Pandemic has had a significant impact upon pupil attainment across the school. Progress is lower than that attained in the 19/20 cohort. However, the attainment of the pupil premium cohort in 20/21 is still above that of the whole school rate of progress. This demonstrates that this cohort continue to perform well academically, and that the strategy has impacted positively upon this cohort. The data for the table above demonstrates progress March 20 –March 21, and March 19- March 20 as no data was collected in the Summer of June 20.

If we analyse the pupil progress data from June 20- June 21, then the following is evident;

2020/2021 cohort	English - % of pupils making 2 or more sub levels of progress	Maths - % of pupils making 2 or more sub levels of progress	PSHE- % of pupils making 2 or more sub levels of progress
Pupil Premium Cohort	82%	76%	63%
Whole school cohort	77%	74%	68%

The pupil premium cohort performed above the level of the whole school population in both English and Maths. However, they under performed within the area of PSHE – which once again reflects the impact of the pandemic upon this specific cohort.

Attendance is monitored by the Family Liaison Officer and concerns would be raised with the Hertfordshire Attendance Improvement Officer. Attendance for this group for the academic year 20/21 was 92.99%. This is in line with whole school attendance figures for the same period of 93.09%. We will continue to monitor and provide interventions where appropriate.

Some Pupil Premium funding this academic year has continued to support the provision of a 'floating' member of staff for each department. The increasing complexity of the children who make up our school community means that on some occasions an additional member of staff is needed. These members of staff support curriculum trips out, swimming, cooking and any other activity which may present a higher risk. Without these additional members of staff some of these activities would not be able to take place or else would take place less often. One aspect of their work has enabled us to split children into much smaller groups for number work, reading groups and phonics all of which had planned to have been a focus during the last academic year. The COVID 19 Pandemic meant that this strategy was not possible in it's planned format. At times pupils were taught by their class teaching team for focussed intervention work. We had also hoped to continued to develop our 'Jigsaw' intervention which provides booster sessions for individual children as well as for those who remain in smaller groups in class. This activity was conducted on a smaller scale by class link staff where possible. Pupil Premium supports attendance for FSM (and ever 6) pupils at some extra curricular clubs and activities.

Pupil Premium Plus

We had four Pupil Premium Plus pupils in school for one term. Decisions about how to use Pupil Premium Plus funding are made during the PEP, CLA and Annual Review meetings.

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)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

When planning out new pupil premium strategy, we will need to work hand in hand with our COVID recovery plan, and be mindful of the specific needs of this cohort – which appear to be centred around social and emotional development and specifically; interactions and relationships with others.

We must also consider potential restrictions and measures that may be put in place due to Covid outbreak management and how this may impact upon future strategies.