

Pupil premium strategy statement 2022/2023

This statement details our school's use of pupil premium funding (for the 2022 to 2023 academic year) 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 | 99 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 – 2025/2026 |
| Date this statement was published | August 2022 |
| Date on which it will be reviewed | July 2023 |
| 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 | £43,600 |
| 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 | £43,600 |

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.

Our strategy will be driven by the needs and strengths of each young person, including their ability to access a broad range of learning experiences which prepare them for the next steps in their learning journey. It will also provide opportunities for social interaction and the building of positive relationships with others.

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 in 2020/ 2021 demonstrated that the pupil premium cohort made less progress within the area of PSHE, as an impact of the pandemic, when comparisons were made to whole school population progress. Data analysis of pupil performance 21/22 has demonstrated that the Pupil Premium Cohort made excellent progress over the 21/22 academic Year – now above that of the main body of the school population. However, in order for this progress to be sustained, the pupil premium cohort will require continued support in the development of their personal, social and health education skills. |

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| 2 | Data analysis of pupil performance and attainment 2021/2022 has shown that the pupil premium cohort made slightly lower rates of progress than the whole school cohort within the strand of Speaking. |
| 3 | Data analysis of pupil performance and attainment 2021/2022 has shown that the whole school population did not perform as well as expected within the area of Science and the same trend was highlighted within 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 will be impacted by the current rise in the cost of living and steep rate of inflation, it is expected that this will be a particular challenge for those pupils in receipt of pupil premium. Access and economic inclusion may be particular challenge for this cohort over the coming academic year. |
| 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. This lack of efficacy of communication needs to continue to be a focus over the coming year. |

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) Rates of pupil progress within the area of PSHE are sustained or 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. | Data analysis of 2022/2023 cohort demonstrates an increase in pupil attainment in PSHE. Evidenced through observations of pupils. Evidenced through consultation with parents. |
| 2) Pupils within the pupil premium cohort make higher rates of attainment within the area of Speaking. Higher Speaking/ communication attainment allows for greater rates of progress in other areas of the curriculum. Pupils experience a wider range of social interactions and opportunities. | 2) Pupil Premium attainment within Speaking 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 2023 data analysis.. Pupils observed accessing a wider range of social opportunities. |
| 3) Opportunities for Pupil Premium cohort to access and attend a range of both curriculum and extra curricular activities. Development of friendships and extended social groups. | 3) Pupils attending extra curricular clubs includes those from the Pupil Premium cohort Pupil growth in social and independence skills as observed within school. |

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|--|---|
| <p>Pupils feel empowered and experience a rise in self-esteem and self-worth.</p> <p>Pupils have the opportunity to develop and learn new skills and to work alongside a different peer group and staff.</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>Pupil premium inclusion within sports teams and creative performances.</p> <p>Evidenced through communication with parents.</p> <p>Data analysis in July 2023 demonstrates improvement within related PSHE strands.</p> |
| <p>4) To improve opportunities for social interaction and the development of play skills for pupils in KS1</p> <p>Pupils are able to express themselves physically and creatively.</p> <p>Development of new talents and skills.</p> <p>Pupils build positive relationships with others.</p> | <p>Less anti social behaviour and violent incidents observed on the playground.</p> <p>Data analysis in July 2022 demonstrates improved attainment within PE, Creative Arts and PSHE.</p> <p>Pupil Premium cohort develop fine and gross motor skills.</p> |
| <p>5) Pupils have access to an appropriate curriculum pathway.</p> <p>Pupils receive additional support with learning and communication.</p> <p>Pupils have access to a wider range of sensory and 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>Improved outcomes for all pupils.</p> | <p>Individual pupil progress evident in the July 2023 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>All pupils in Lower Key Stage Two make good or outstanding progress within core areas of the curriculum.</p> |
| <p>6)</p> <p>Effective communication between all stakeholders.</p> <p>Professional workspace available for multi agency collaboration use.</p> <p>Further training in the effective use of remote platforms to maintain strong communication between agencies where appropriate.</p> | <p>Further resourcing and 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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| 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, 2, 3, |
| 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, 2, 4 |
| Staff to access training in the delivery of Science in the special school. | Staff confident in the delivery of teaching and learning of Science for learners with additional needs. 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. | 3 |
| Employment of an additional playleader to support play and social interaction among pupils. | Pupils benefit from the building of trusting relationships with adults and play is enabled through these relationships. | 1,2, 4 |

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

Budgeted cost: £ 18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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, 2, 4, 5 |
| Creation of the ‘M Team’ within Middle School which will trial a more sensory pathway for pupils whose learning needs are more SLD in nature. | The provision of dedicated sessions to improve performance for targeted pupils has in the past been successful.. Observations and data analysis have demonstrated that for a small group of pupils, the Middleton Curriculum is not as accessible or appropriate as it is for the larger body of pupil population. Pupils (particularly those with SEND and ASD) require focused opportunities to develop a range of core skills. Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) | 1, 2, 3, 4, |
| Jigsaw Initiative – specialised resources, room and staffing – targeted pupils & whole school | The provision of specific targeted learning opportunities for pupils who benefit from a more sensory and focused environment improves attainment. Small group tuition Toolkit Strand Education Endowment Foundation EEF Improved attainment and focused learning for those pupils remaining in class. | 1, 2, 3, 4, |
| 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) | 1, 2, |

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| | <p>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</p> <p>Data analysis 21/22 shows that the pupil premium cohort slightly underperformed within the area of Speaking.</p> | |
| To provide a wider range of extra curricular clubs and learning opportunities for all pupils. | <p>Development of cultural capital is a core element of effective education – particularly in the SEN sector.</p> <p>Education inspection framework (EIF) - GOV.UK</p> | 1, 2, 4, 5 |

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

Budgeted cost: £ 7,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 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, 5 |
| Lunchtime clubs aimed at the development of a range of interests/skills – All pupils | <p>Attendance at extra curricular activities impacts upon learning and also social and emotional development.</p> <p>https://nces.ed.gov/pubs95/web/95741.</p> | 1, 2, 4, 5 |
| Continued equipment of and regular use of a Meeting room/ CPD resource for staff, parents and professionals – whole school + PP cohort | <p>Improved outcomes for pupils as a result of effective communication between a full range of professionals.</p> <p>Multi-agency working can make a unique 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> | 6 |

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| Audit current practice and play requirements of pupils in KS1, source resources, repair and develop current outdoor space. | 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 https://www.familylives.org.uk › advice › learning-and-play | 1, 2, 3, 4 |
| Ensure access to a range of activities is available regardless of economic circumstances ie; Subsidise cost of swimming lessons Subsidise cost of Year 6 residential | Pupils benefit from positive well being. Inclusive systems provide a better quality education for all children The Value of Inclusive Education - Open Society Foundations | 1, 3 |
| Purchase of visiting enrichment activities ie; Electric Umbrella | Children from disadvantaged backgrounds benefit from experiences and activities that they may not get out of school. Enrichment gives children opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develop character, <u>resilience</u> and <u>motivation</u> , and encourage them to pursue wider goals. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths. | 4, 5 |
| Purchase of cameras to monitor and record pupil progress and attainment and share directly with the pupils. | For pupils with SEND, technology can be a useful tool to support teaching. Using Digital Technology to Improve Learning EEF educationendowmentfoundation.org.uk | 1, 4 |
| Access for all pupils to a Mental Health Support specialist. | Pupils benefit from improved well being and a positive mental health. Mental health and wellbeing provision in schools - GOV.UK | 1, 5,6 |

Total budgeted cost: £43,600

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 2021 to 2022 academic year.

Impact of Pupil Premium for the 2021/2022 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 2021/2022 (and a direct comparison with the whole school cohort) can be viewed below, along with the data for the preceding year cohort (consideration must be given to the fact that data for this cohort was impacted by COVID19);

| 2020/2021 cohort (Impacted by Covid 19) | 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% |

| 2021/2022 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 | 89% | 91% | 95% |
| Whole school cohort | 85% | 86% | 82% |

The Coronavirus Pandemic has had a significant impact upon pupil attainment over the past two years across the school. Progress in the 20/21 cohort was of lower attainment than in previous years and provided a cause for concern particularly in the area of PSHE. However, the attainment of the pupil premium cohort in 21/22, alongside the whole school cohort, has increased – significantly within the area of PSHE. Pupil premium cohort attainment is above that of the whole school all across all three key areas. This demonstrates that this

cohort continue to perform well academically, and that the strategy has impacted positively upon this cohort.

If we analyse the pupil progress data from June 21- June 22, then the following is evident;

The pupil premium cohort performed above the level of the whole school population in both English and Maths and by approximately 5%. However, the increase made in attainment within the area of PSHE is a significant 13% above that of the main body of the school. The pupil premium cohort were particularly impacted and negatively affected by the pandemic and it is interesting to note the remarkable progress made once these pupils had returned to school and were subject to the pupil premium strategy and initiatives.

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 21/22 was 92%. This is in line with whole school attendance figures for the same period of 92%. 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 delayed well into the academic year 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 two Pupil Premium Plus pupils in school for the academic year 2021/2022. 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 |
|------------------|-----------------|
| N/A | N/A |

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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 our new pupil premium strategy, we will still need to refer to our COVID recovery plan, reflect upon the successes and be mindful of the specific needs of this cohort – which post Covid had appeared to be centred around social and emotional development and specifically; interactions and relationships with others. It is important to recognise the progress made within this area but also the need to revisit and build upon the progress already made.