

Pupil premium strategy statement 2024/2025

This statement details our school's use of pupil premium funding (for the 2024 to 2025 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	111
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 – 2027/2028
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024
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	£57,720
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	£57,720

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 2023/ 2024 demonstrated that the pupil premium cohort made less progress within the area of Writing, when comparisons were made to whole school population progress.
2	Data analysis of pupil performance 23/24 has demonstrated that the Pupil Premium Cohort made excellent progress over the 23/24 academic Year – above that of the main body of the school population in most areas of the curriculum.. However, in order for this progress to be sustained, the pupil

	premium cohort will require continued support in the development of both their personal, social and health education and academic skills.
3	Pupils within the special school setting do not have immediate access to parental network support channels and this is further impacted within the Pupil Premium cohort. Pupils do not reside in the same geographical areas and families may be restricted in their travel mobility. Families do not meet at 'the school gate' each day and do not have opportunities to share information or support face to face without interventions put in place by the school.
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 increased 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 2024/2025 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 Writing. Higher Writing attainment allows for greater rates of progress in other areas of the curriculum.	2) Pupil Premium attainment within Writing 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 2025 data analysis..
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.

<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 2025 demonstrates improvement within related PSHE strands.</p>
<p>4) To improve opportunities for families to socialise, share strategies and build support networks among the school community.</p>	<p>Families (pupil premium cohort) more actively engaged with a full range of school activities.</p> <p>Network links between families increase and parents feel better supported.</p> <p>PTA re-established and running successfully.</p> <p>Parental feedback through questionnaires.</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 2025 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 2025 data analysis, targeted pupils make improved progress within speaking and listening.</p> <p>Pupils happy and safe in school – as evidenced in pupil feedback data.</p> <p>All pupils 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 rooms.</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>
<p>7) The inclusion of all pupils and their families at a range of extra curricular events and experiences. Barriers to inclusion are addressed.</p>	<p>All events are attended equally by a range of family cohorts.</p> <p>Pupil premium cohort are represented equally in attendance at extra curricular events.</p> <p>Barriers to inclusion identified.</p> <p>Specific families targeted with support.</p>

	Increased knowledge of family circumstances for FLOs and strategies to support identified.
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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: £ £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Staff (to benefit whole pupil population as well as individual needs)	<p>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.</p> <p>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.</p>	1, 2,
Staff to attend training in further development of the Phonics strategy delivered at Middleton School	<p>Staff confident in the delivery of teaching of phonics.</p> <p>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)</p> <p>Evidence to suggest that teaching children to manipulate the sounds in words helps them to learn to read.</p> <p><i>National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000.</i></p>	1, 2,
Staff to access training in the delivery of Technology and Computing in the special school.	<p>Staff confident in the delivery of teaching and learning of Computing for learners with additional needs.</p> <p>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)</p>	3

	Pupil attainment improvement within computing	
Continued employment of an additional playleaders 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.	2, 4
Employment of staff to lead a weekly 'Stay and Play' session after school so that families may build relationships within class cohorts.	<p>'Children with SEND and the emotional impact on parents' John Holland, Gabrielle Pell</p> <p>Parents develop a support network which aids not only practical issues but also provides emotional support.</p> <p>Pupils are happy and make progress as a result.</p>	2,3,4
Employment of staff to provide additional after school clubs ie; Dance and Well Being	<p>Children benefit from additional cultural capital and inclusion in a range of extra curricular activities. This raises personal well being and also supports academic progress.</p> <p>' Building Cultural Capital in disadvantaged pupils' Steve Moffitt</p> <p><i>Anni McTavish "cultural capital",</i></p> <p>Pupils socialise with peers and also develop interests and skills beyond the school curriculum that they may pursue as leisure activities. This may also aid inclusion within heir wider communities.</p>	4,5

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

Budgeted cost: £ 23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted "well being" after school club to include PP children	Further development of life skills and well being for a range of PP pupils in Upper Key Stage Two has impacted upon their independence skills. Evident in data	1, 2, 4, 5

	analysis of PSHE attainment for this cohort over the past five years..	
Further development of the 'M Team' across a wider breadth of the school, with a focused sensory and kinaesthetic pathway for pupils whose learning needs are more SLD in nature.	<p>The provision of dedicated sessions to improve performance for targeted pupils has in the past been successful.</p> <p>The extension of the 'M Team' provision in 23/ 24 was a success, with pupils making sustained academic progress.</p> <p>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.</p> <p>Pupils (particularly those with SEND and ASD) require focused opportunities to develop a range of core skills.</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p> <p>Improved attainment and focused learning for those pupils remaining in class.</p>	1, 2, 4, 6
Jigsaw Initiative – specialised resources, room and staffing – targeted pupils & whole school	<p>The provision of specific targeted learning opportunities for pupils who may have stalled progress and attainment.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2,
To initiate intervention for targeted pupil premium pupils, who may have made less than expected progress within Writing.	<p>Evidence demonstrates that pupils make progress when supported by a range of appropriate interventions.</p> <p>What works database (ican.org.uk)</p> <p>Pupil progress and attainment dropped slightly within the area of Writing during 2023/2024 according to end of year data analysis.</p>	1, 2,
To provide a wider range of extra curricular clubs within the school day, 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
To provide economic support to ensure that all targeted pupils have access to activities such as swimming and horseriding as part of the Middleton Curriculum experience.	<p>All pupils are included in additional activities regardless of economic circumstances.</p> <p>'Supporting the attainment of disadvantaged pupils' DFE</p>	2,4,5

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

Budgeted cost: £ 9,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continued development of 'Focus weeks'	The exploration of new experiences enhances cultural capital. Opportunities to build trusting relationships with others should be reflected within PSHE attainment. Engagement with learning through motivating tasks should be reflected in pupil progress.	1, 2, 4, 5
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. https://nces.ed.gov/pub95/web/95741 .	2, 4, 5
Continued equipment of and regular use of a Meeting room/ CPD resource for staff, parents and professionals – whole school + PP cohort. In addition the development of an appropriate work space and meeting place for staff to carry out PPA duties within.	Improved outcomes for pupils as a result of effective communication between a full range of professionals. Multi-agency working can make a unique contribution to preventative and early intervention services https://www.nfer.ac.uk/media/2001/mad01.pdf Enhanced facilities for CPD delivery. Enhanced facilities for parents/ carers to discuss and review pupil progress and access family support. Enhanced opportunities for parents to meet and network support within the school community. Enhanced work space for staff to allow effective preparation, planning and assessment. All of the above impacts upon performance and outcomes for pupils	3, 6
To develop a wider range of opportunities for parents to meet both formally and informally within school. This may be both with and without pupils.	Families develop strategies and confidence in managing pupils with SEND. Family members develop greater well being. The development of a supportive community affects family stability, resilience and also pupil progress. 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	2, 3, 4, 5, 6

	<p>learning through play https://www.familylives.org.uk › advice › learning-and-play</p>	
<p>Ensure access to residential trips is available for all families regardless of economic circumstances.</p>	<p>Pupils benefit from positive well being. Inclusive systems provide a better quality education for all children The Value of Inclusive Education - Open Society Foundations</p>	4,5
<p>Purchase of visiting enrichment activities ie; Electric Umbrella</p>	<p>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.</p>	2, 4, 5
<p>Purchase of cameras to monitor and record pupil progress and attainment and share directly with the pupils.</p>	<p>For pupils with SEND, technology can be a useful tool to support teaching. Links with a range of professionals may be explored through digital evidence and platforms. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 6
<p>Access for all pupils and their families to a Mental Health Support specialist.</p>	<p>Pupils benefit from improved well being and a positive mental health. Mental health and wellbeing provision in schools - GOV.UK</p>	2, 3, 6

Total budgeted cost: £57,720

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 2023 to 2024 academic year.

Impact of Pupil Premium for the 2023/2024 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 reported to governors and is also 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 2023/2024 (and a direct comparison with the whole school cohort) can be viewed below, along with the data for the preceding year cohort);

2022/2023 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	84%	89%	86%
Whole school cohort	82%	86%	85%

2023/2024 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	80%	83%	92%
Whole school cohort	79%	80%	85%

Pupil premium cohort attainment continues to be above that of the whole school all across all three key areas. This demonstrates that this cohort continue to perform well academically.

If we analyse the pupil progress data from June 23- June 24, then the following is evident;

Within English and Mathematics, the pupil premium cohort have performed at least as well as the main body of the school and in some areas (notably Reading and Number) have

exceeded it. It is only within the strand of 'Writing' that the pupil premium cohort have performed below the rate of the whole school population.

The pupil Premium cohort has performed exceptionally well when compared to the main body of the school, in all three strands of PSHE and has excelled within the areas of Independence and well being as well as Attention, Motivation and Self Reflection. This could well be a reflection upon the suitability of the Middleton Curriculum design for Pupil Premium pupils as well as the positive impact of the pupil premium strategy targets of the past twelve months.

As an outcome of this data analysis we will be planning an intervention for targeted PP Pupils in the area of Writing.

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 23/24 was 90.7%. This is a slightly lower attendance rate than for the whole school for the same period, which stood at 92.6%. (But above both Hertfordshire and National attendance rates for this cohort.) We will continue to monitor and provide interventions where appropriate.

Some Pupil Premium funding this academic year has supported the extended provision the 'M Team'. This provision meets the needs of our more complex learners more effectively and enables all learners to make progress at an appropriate pace and level. Data analysis of pupils attending this group demonstrates that targeted pupils have made outstanding progress. In addition they are now developing 'readiness for learning' and engaging more positively in the learning process; leading to re-integration for longer periods in the main body of the school.

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.

Pupil Premium also supported attendance for FSM (and ever 6) pupils at some extra curricular clubs and activities.

Pupil Premium Plus

We had no Pupil Premium Plus pupils in school for the academic year 2023/2024. 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

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

COVID Recovery

Funding for 2024/2025 – This funding has now ceased and will not be included in future plans.

The carry forward in Covid Recovery Funding 2023/2024 was largely spent on improvements to the main playground area so that pupils are able to develop the core skills identified on the recovery plan. These are centred around social and emotional development and specifically; interactions and relationships with others.