

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	James Bateman Middle School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	133 (34%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (3 year action plan separate)
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	T Price
Pupil premium lead	A.Walton
Governor / Trustee lead	

### Funding overview

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

# Part A: Pupil premium strategy plan

## Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***

Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.

The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.

The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.

The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

At present, we will focus on the key challenges that are preventing our disadvantaged students from attaining well:

This includes strategies to improve attendance of disadvantaged students in all year groups, to improve progress in maths, reading and writing through quality first teaching, 1:1/group interventions and well-being support. To improve the performance of disadvantage boys and those who are SEND. Our approach will be through robust diagnostic assessment and through the relationships we build with our learners.

- ***What are the key principles of your strategy plan?***

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy and quality 1<sup>st</sup> teaching.
- We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:
  - Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning
  - Facilitating pupils' access to education and the curriculum through additional or specialist resources e.g. specialist software
  - Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
  - Targeted support for those Pupil Premium pupils who demonstrate poor attendance, and/or behaviour and support their well-being which will lead to improved progress and attainment. Links formed between families and school to improve trust and confidence.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions show the underperformance of higher ability pupil premium
2	Performance of SEND PP pupils
3	Development of aspirations/opportunities for pupil premium pupils
4	Attendance and parental engagement, including poor access to learning resources at home, Attendance showed disadvantaged students attendance was lower than non-disadvantaged.
5	<p>Mental well-being and closing the gap due to missed learning from COVID19. Discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic (50% whom are disadvantaged) currently require additional support with social and emotional needs, with some disadvantaged receiving small group interventions.</p>

## 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. Further improve the progress of high attaining disadvantaged pupils.	The progress of disadvantaged students is at least in line with the progress of other students nationally
2. Further improve the progress of SEND disadvantaged pupils.	SEND disadvantaged students to perform at least in line with all non-disadvantaged students nationally.
3. Further improve the progress for all disadvantaged pupils - especially in writing and maths.	Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in English and Mathematics.
4. Development of aspirations for disadvantaged pupils – cultural capital opportunities.	Disadvantaged students to access a greater range of enrichment activity/ educational visit evident varying subjects.

	Disadvantaged students have increased chances to cultural capital and enrichment opportunities. Target for all pupil premium students to experience at least ? opportunities per year.
5. To improve the attendance of all disadvantaged pupils – especially p/a pupils.	Disadvantaged students to attend at least in line with all non-disadvantaged students nationally. Attendance of disadvantaged students to be 96% as the school target. PA levels are below national figures.
6. To ensure the mental well-being of PP students is supported.	PP students access support from well-being to support their learning

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: £ 66,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention to support Quality 1 <sup>st</sup> teaching	Quality of Teaching for All (EEF Reducing Class sizes +3/ small group tuition +4) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 3
CPD to support Q1stT To embed the MAT Teaching and Learning policy to improve outcomes for PP students	<b>Improve Outcomes for PP Students in curriculum areas including Maths and English (EEF- Mastery Learning +5/ Metacognition +7)</b>  <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a> Rosenshine's Principles	
Resources		
Smaller Class sizes	Reducing Class sizes +3 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 3
Reading and language support	Oral Language interventions +6 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	
Use of Arbor to support teaching and learning with the identification if students requiring different levels of support, demographics and assessments		

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

Budgeted cost: £ 39,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery Programme to support students and close the gap (interventions, resources, staff CPD)	small group tuition +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2
Interventions to targeted PP and SEND students	small group tuition +4, <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2
1-1 support	1-1 tuition +5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2
TA Interventions (reading comprehension)	TA interventions +4, Reading comprehension +6 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2

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

Budgeted cost: £ 44,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies to support attendance of disadvantaged students: EWO, Attend, 1 <sup>st</sup> day absence phone calls	The Department for Education (DfE) published <u>research</u> in 2016 which found that: <ul style="list-style-type: none"> <li>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above,</li> </ul>	5

	<p>than pupils that missed 10-15% of all sessions</p> <ul style="list-style-type: none"> <li>• Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> <li>• Pupils with persistent absence are less likely to stay in education</li> </ul>	
Provision of a bespoke Well-being centre to support access to learning	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning +4 Behaviour interventions +4</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	5
Student support fund to help support cultural capital or families in need.		4
Breakfast club		5
Pastoral support to improve attendance and work with Assistant head teacher to get students in to school		

**Total budgeted cost: £ 151,140**

## 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 2022 to 2023 academic year.

#### Teaching

- Staff retention, staff turnover is small so recruitment is not always a priority but retention of quality staff is a priority to ensure consistency for students.
- CPD to develop the work to embed Rosenshines principles in our teaching and learning, this was continued and was shown through our ofsted inspection (July 23)
- CPD to develop staff in different areas e.g. SEND, behaviour to support students who many have the need for reasonable adjustments.
- Pupil Premium funding to support families with equipment, trips, uniform to ensure students feel part of the school and do not feel isolated, this was to ensure trips that linked with the curriculum PP students were not missing out on any learning links.
- PP trip for all year groups after the trial the previous year for Y5. After the success we rolled out a trip for all years groups where PP students were funded, Y5 trip to Cannock Chase museum to embed WW2 knowledge. Y6 rivers studies trip, Y7 coastal trip to Llandudno and y8 Theatre trip to watch blood brothers. All students in each year had access to an external trip.
- Continuation 4 forms in each year group and moved to 5 forms to support the learning and behaviour of Y6 to keep class sizes small to assist students in lessons more effectively and hopefully reduce low level behaviour across the year group, this on the whole was effective as the PP students who did not achieve expected were not those on a behaviour plan.
- New school system Arbor to support students and give information to staff in a more effective way.
- PP lead updating staff with any new students and EEF strategies.
- All meetings have PP on the agenda to highlight any problems.
- PP at the forefront of planning and seating in classes. All seating plans on arbor for all staff to see.

#### Academic Support

- Termly meetings with year leaders, core leaders and SLT to use data in school to monitor and evaluate progress for all students with a particular focus on disadvantaged students and SEND. This is used in school to identify students that require additional support through interventions.



- Homework clubs are in place for SEND students as well for disadvantaged students with support from staff. Support interventions are provided by school.
- School led tutoring is also used to support PP students in mathematics and English for students in Year 6.
- Literacy intervention for students in the 1 hour library sessions targeting PP and SEND.

Year 6 SATs 2022 Data:

### Maths

<b>Student Group</b>	<b>2021/2022</b>	<b>2022/2023</b>	<b>Change since 2021/2022</b>
Pupil Premium Eligible	69.0	74.2	up 5.2%
Not Pupil Premium Eligible	71.6	81.2	up 9.5%
FSM	65.2	70.6	up 5.4%
Not FSM	72.6	80.6	up 8.0%

### Reading

<b>Student Group</b>	<b>2021/2022</b>	<b>2022/2023</b>	<b>Change since 2021/2022</b>
Pupil Premium Eligible	86.2	74.2	down -12%
Not Pupil Premium Eligible	74.6	89.9	up 15.2%
FSM	82.6	73.5	down -9.1%
Not FSM	76.7	87.5	up 10.8%

### Writing

<b>Student Group</b>	<b>2021/2022</b>	<b>2022/2023</b>	<b>Change since 2021/2022</b>
Pupil Premium Eligible	82.8	78.4	down -4.4%
Not Pupil Premium Eligible	79.1	85.5	up 6.4%
FSM	78.3	82.4	up 4.1%
Not FSM	80.8	83.3	up 2.5%

### All 3

<b>Student Group</b>	<b>2021/2022</b>	<b>2022/2023</b>	<b>Change since 2021/2022</b>
Pupil Premium Eligible	58.6	51.4	down -7.2%
Not Pupil Premium Eligible	53.7	73.9	up 20.2%
FSM	52.2	52.9	up 0.8%
Not FSM	56.2	70.8	up 14.7%

Maths PP students achieving expected has increased by 5% but reading and writing percentages have decreased by 12% (reading) 4% (writing).

Data shows PP gap has increased across all three areas. In Maths 6 out of the 9 PP students who did not achieve expected had an attendance below 90%

In Reading 4 out of the 9 had attendance below 90% and writing 5 from the 7 who did not achieve expected had attendance below 90%.

Core subjects across other year groups:

### Reading

Year 5		Be-low	Age Related			Above Related		Age Related & Above	
PP									
Yes	July 2022/23 AA	12 / 36	33.3%	17 / 36	47.2%	7 / 36	19.4%	24 / 36	66.7%
No	July 2022/23 AA	9 / 48	18.8%	25 / 48	52.1%	14 / 48	29.2%	39 / 48	81.3%

Year 7		Below		Age Re-lated		Above Related		Age Related & Above	
PP									
Yes	July 2022/23 AA	3 / 27	11.1%	22 / 27	81.5%	2 / 27	7.4%	24 / 27	88.9%
No	July 2022/23 AA	12 / 70	17.1%	46 / 70	65.7%	12 / 70	17.1%	58 / 70	82.9%

### Writing

Year 5		Below		Age Re-lated		Above Re-lated		Age Re-lated & Above	
PP									
Yes	July 2022/23 AA	16 / 36	44.4%	17 / 36	47.2%	3 / 36	8.3%	20 / 36	55.6%
No	July 2022/23 AA	10 / 48	20.8%	32 / 48	66.7%	6 / 48	12.5%	38 / 48	79.2%

Year 7		Below		Age Related		Above Re- lated	Age Related & Above		
PP									
Yes	July 2022/23 AA	5 / 27	18.5%	20 / 27	74.1%	2 / 27	7.4%	22 / 27	81.5%
No	July 2022/23 AA	11 / 70	15.7%	48 / 70	68.6%	11 / 70	15.7%	59 / 70	84.3%

### Wider Strategies

- Continuation of our Breakfast Bagel Club, all PP students had the option to have a bagel in the morning before school, this will continue next year. The uptake for this was high but not recorded.
- Work with Stoke reads and our literacy champion to ensure all PP students had a book at home.
- The Well-being centre was a huge support for students last year supporting students mental well-being and giving them a go to person. 28 out of the 64 students who accessed the well being centre were PP (42%).
- Forest Schools was a huge success in helping students build confidence and social skills ?? PP students accessed this wider strategy to support them in school.
- Vsyion and Trail blazers access by PP students was ?
- Bespoke support for students has been a priority and staff signposting parents when in need of support.
- Pastoral support staff was created to support students in and out of class and with attendance. This ended earlier than expected due to the member of staff going on maternity so the impact has not been clear.
- Attendance and punctuality data are shown in the table below. There is a gap in attendance over all year groups and this remains a continued area of focus as a contributing factor.

Attendance	
PP	89.3%
Non-PP	94%
GAP	4.7%

This is an increase in 2.2% form last year.

	Year 5	Year 6	Year 7	Year 8
PP	92.1%	91.8%	89%	84.4%
non PP	96.1%	94.3%	94.2%	91.8%
GAP	4%	2.5%	4.2%	7.4%

52% of our PA students were pupil premium.

## 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)

*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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*