

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	395
Proportion (%) of pupil premium eligible pupils	146 (37%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (3 year action plan separate)
Date this statement was published	Dec 2023
Date on which it will be reviewed	Termly
Statement authorised by	T Price
Pupil premium lead	A.Walton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,587
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£167,587

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 1st 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, tracking these student to ensure they continue to be greater depth and make sure staff are aware of the target students.
2	Performance of SEND PP pupils, to ensure our SEND PP students are supported, to ensure they, make progress along side SEND non PP.
3	Development of aspirations/opportunities for pupil premium pupils, pupil questionnaires show some of our PP pupils do not aspire to do much once they leave school.
4	Low level behaviours in some lessons and certain subject areas that can affect the learning of PP students.
5	Attendance and parental engagement, including poor access to learning resources at home, Attendance showed disadvantaged students attendance was lower than non-disadvantaged.
6	<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 (approx. 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.

<p>3. Further improve the progress for all disadvantaged pupils - especially in writing and maths.</p>	<p>Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in English and Mathematics.</p> <p>Reading ages tested for all pupils in. Pupils reading ages to improve across all year groups</p>
<p>4. Development of aspirations for disadvantaged pupils – cultural capital opportunities.</p>	<p>Disadvantaged students to access a greater range of enrichment activity/ educational visit evident varying subjects.</p> <p>Disadvantaged students have increased chances to cultural capital and enrichment opportunities. Target for all pupil premium students to experience at least 2 different opportunities per year.</p>
<p>5. Improve PP behaviour, look at key areas where low level behaviour is causing PP students to fall behind.</p>	<p>Reduced behaviour incidents for PP students over the year and more PP students accessing the rewards system.</p>
<p>6. To improve the attendance of all disadvantaged pupils – especially p/a pupils.</p>	<p>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.</p>
<p>7. To ensure the mental well-being of PP students is supported.</p>	<p>PP students access support from well-being to support their learning</p>
<p>8. To improve parental engagement of PP parents</p>	<p>More PP parents attend events to gain information about different aspects of school not just parents' evenings but areas to celebrate success, potentially increase parental attendance at parents' evenings</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: £ 86,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention to support Quality 1 st teaching	Quality of Teaching for All (EEF Reducing Class sizes +3/ small group tuition +4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 3
CPD to support Q1stT To embed the MAT Teaching and Learning policy to improve outcomes for PP students	Improve Outcomes for PP Students in curriculum areas including Maths and English (EEF- Mastery Learning +5/ Metacognition +7) https://educationendowmentfoundation.org.uk Rosenshine's Principles	All
CPD and work with local LA to develop restorative justice and support staff behaviour management strategies to improve learning and support.	Behaviour interventions +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5
CPD for all teachers teaching English. Writing, reading, etc, timetabled on the meeting rota.		1, 2, 3
CPD for maths department. Subject knowledge enhancement course for 1 member of staff new to the department (4 1/2day sessions)		1, 2, 3

<p>Lesson Design in KS2 course for 2 staff (4 ½ day sessions)</p> <p>Subject knowledge enhancement course for 2TAs (5 ½ day sessions)</p> <p>Whole department CPD focusing of the teaching of reasoning and problem solving (need identified from staff survey)</p> <p>Planning clinics to support staff planning lessons in areas of the curriculum where staff are less confident (need identified from staff survey)</p>		
<p>Resources, to ensure staff are able to support PP students in class and provide PP students with any extra resources to enhance their learning.</p>		5,6
<p>Smaller Class sizes, with reduced numbers in Y5 and Y6 we have kept the same school structure of 4 forms in each year to support students in smaller class sizes.</p>	<p>Reducing Class sizes +3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 3
<p>Reading and language support. Reading champion to continue to monitor reading</p>	<p>Oral Language interventions +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 4

ages and then support Library interventions - targeting lowest 20% which consists of PP		
<p>Improve our homework system to ensure we are stretching the most able but giving chances to consolidate learning of other students.</p> <p>Homework club to run in school at lunch times 3x per week, ran by teaching staff.</p>	<p>Homework +5</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,
Use of Arbor to support teaching and learning with the identification if students requiring different levels of support, demographics and assessments	<p>Staff voice to give feedback on new systems and how best to collate and disseminate information to stay updated to support PP students.</p> <p>Help to track attendance and behaviour to apply early strategies to support.</p>	

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

Budgeted cost: £ 30,275

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

<p>Tutor leading 3 y6 arithmetic intervention groups (6 pupils per group) in 6-week blocks. All Y6 PP pupils will access this</p> <p>TA leading 2 y6 arithmetic intervention groups and 2 hrs in class support targeting greater depth pupils</p>		
<p>Greater depth writing interventions</p>	<p>small group tuition +4, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1</p>

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

Budgeted cost: £51,031

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to support attendance of disadvantaged students: EWO, Attend, 1st day absence phone calls</p> <p>Service level agreement with VIP Education to provide contracted hours of an education welfare officer</p>	<p>The Department for Education (DfE) published <u>research</u> in 2016 which found that:</p> <ul style="list-style-type: none"> • 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 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence 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 • Pupils with persistent absence are less likely to stay in education 	<p>5</p>
<p>Provision of a bespoke Well-being centre to support access to learning</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g.,</p>	<p>5</p>

Inhouse well-being staff, Vysion	improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning +4 Behaviour interventions +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
Student support fund to help support cultural capital or families in need.	Parents are telling us at times they can not afford uniform or equipment, so the support from a small pot to help when needed. Learners at our school need to be dressed in uniform in line with school expectations. Our standards should not be lower for those who cannot afford and therefore we will help if required. It also means that students do not feel different from their peers and helps them to fit in.	4
Breakfast club		5
Additional pastoral support to improve attendance and work with Assistant heads, progress leaders to get students in to school	A pastoral support staff member to triage issues to try and get student back to school as quick as possible.	4, 5
Parental engagement, to increase PP parents communication and getting them in to school for positive events.	Parental engagement +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

Total budgeted cost: £ 167,587

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.

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 all students.
- CPD to develop the curriculum has remained a priority.
- CPD to develop staff in different areas e.g. SEND, behaviour to support students who many have the need for reasonable adjustments. Trauma informed schools' staff CPD, all staff have had 1 days training, some have had 2 day training and some have completed the diploma training to support the next academic year.
- 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, continued form last year, Every PP student went on the year group trip fully funded.
- Continuation of 4 forms in each year group to support the learning of smaller class sizes even though intake of students has dropped.
- Continue to develop school system Arbor to support students and give information to staff in a more effective way and to liaise with parents effectively.
- 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.
- Literacy intervention for students in the 1 hour library sessions targeting PP and SEND.

Year 6 SATs 2024 Data:

Maths

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Pupil Premium Eligible	69	70.3	64.1	down -6.2%
Not Pupil Premium Eligible	71.6	81.2	77.6	down -3.6%
FSM	65.2	70.6	63.9	down -6.7%
Not FSM	72.6	80.6	76.9	down -3.6%

Reading

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Pupil Premium Eligible	86.2	70.3	89.7	up 19.5%
Not Pupil Premium Eligible	74.6	89.9	93.9	up 4.0%
FSM	82.6	73.5	88.9	up 15.4%
Not FSM	76.7	87.5	94.2	up 6.7%

SPAG

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Pupil Premium Eligible	86.2	56.8	79.5	up 22.7%
Not Pupil Premium Eligible	65.7	79.7	91.8	up 12.1%
FSM	82.6	58.8	80.6	up 21.7%
Not FSM	68.5	77.8	90.4	up 12.6%

Writing

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Pupil Premium Eligible	82.8	78.4	69.2	down -9.1%
Not Pupil Premium Eligible	79.1	85.5	87.8	up 2.2%
FSM	78.3	82.4	66.7	down -15.7%
Not FSM	80.8	83.3	88.5	up 5.1%

Expected in all 3

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Pupil Premium Eligible	58.6	48.6	53.8	up 5.2%
Not Pupil Premium Eligible	53.7	73.9	67.3	down -6.6%
FSM	52.2	52.9	52.8	down -0.2%
Not FSM	56.2	70.8	67.3	down -3.5%

Science

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Pupil Premium Eligible	79.3	73	74.4	up 1.4%
Not Pupil Premium Eligible	82.1	85.5	87.8	up 2.2%
FSM	73.9	76.5	72.2	down -4.2%
Not FSM	83.6	83.3	88.5	up 5.1%

Maths PP students achieving expected has decreased by 6.2% and there is a gap of 13% between PP and non PP students, this gap was 10.9% last year. 11 out of the 15 students who did not achieve expected had attendance below 90%.

Reading PP students achieving expected has increased by 19.5% and the gap between PP and non PP is 4.2%, this gap was 19.6% last year. 2 out of the 4 students who did not achieve expected had attendance below 90%.

SPAG PP students achieving expected has increased by 22.7% and the gap between PP and non PP students is 12.3%, this gap was 22.9% last year. 5 out of the 8 students who did not achieve expected had attendance below 90%.

Writing PP students achieving expected has decreased by 9.1% and the gap between PP and non PP students is 18.6%, this gap was 7.1% last year. 8 out of the 12 students who did not achieve expected had attendance below 90%.

Whilst attendance is not the only factor why students did not achieve expected grades, being in school is an important part of education so students can access the required learning to give them the best opportunity to be successful.

Science PP students achieving expected has increased by 1.4% and the gap between PP and non PP students is 12.6%, this gap was 12.5% last year.

Overall in Reading and SPAG the gap between PP and non PP has been reduced, the gap has widened in maths and writing and remained the same in science.

PP students achieving all 3 (53.8%) has increased by 5.2% and the gap is 13.5%. That is a reduction from the 25.3% gap last year.

Students achieving greater depth in Writing was 10%, greater depth in non PP was 18%.

Students achieving greater depth in Maths was 18%, greater depth in non PP was 16%. PP students out performing the non PP.

Students achieving greater depth in Reading was 28%, greater depth in non PP was 34%. A 6% gap.

Based on all the information above, the performance of our disadvantaged pupils met in most areas expectations, and we are at present somewhat on course to achieve the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

Core subjects across other year groups:

Maths

Year 7		Below		Age Related		Above Related		Age Related & Above	
PP									
Yes	July AA 2023/24	19 / 65	29.2%	40 / 65	61.5%	6 / 65	9.2%	46 / 65	70.8%
No	July AA 2023/24	21 / 143	14.7%	83 / 143	58.0%	39 / 143	27.3%	122 / 143	85.3%
Year 5		Below		Age Related		Above Related		Age Related & Above	
PP									
Yes	July AA 2023/24	18 / 39	46.2%	14 / 39	35.9%	7 / 39	17.9%	21 / 39	53.8%
No	July AA 2023/24	13 / 51	25.5%	27 / 51	52.9%	11 / 51	21.6%	38 / 51	74.5%

Writing

Year 7		Below		Age Related		Above Related		Age Related & Above	
PP									
Yes	July AA 2023/24	12 / 66	18.2%	44 / 66	66.7%	10 / 66	15.2%	54 / 66	81.8%
No	July AA 2023/24	12 / 144	8.3%	101 / 144	70.1%	31 / 144	21.5%	132 / 144	91.7%
Year 5		Below		Age Related		Above Related		Age Related & Above	
PP									
Yes	July AA 2023/24	18 / 39	46.2%	20 / 39	51.3%	1 / 39	2.6%	21 / 39	53.8%
No	July AA 2023/24	17 / 51	33.3%	30 / 51	58.8%	4 / 51	7.8%	34 / 51	66.7%

Reading

Year 7		Below		Age Related		Above Related		Age Related & Above	
PP									
Yes	July AA 2023/24	14 / 66	21.2%	39 / 66	59.1%	13 / 66	19.7%	52 / 66	78.8%
No	July AA 2023/24	15 / 144	10.4%	86 / 144	59.7%	43 / 144	29.9%	129 / 144	89.6%
Year 5		Below		Age Related		Above Related		Age Related & Above	
PP									
Yes	July AA 2023/24	13 / 39	33.3%	21 / 39	53.8%	5 / 39	12.8%	26 / 39	66.7%
No	July AA 2023/24	15 / 51	29.4%	24 / 51	47.1%	12 / 51	23.5%	36 / 51	70.6%

Current data for other year groups shows the gap between PP and non PP is closing other than Y5 maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Incidents by PP

Incidents	Pupil Premium Vs Not Pupil Premium
526	Pupil Premium Eligible
298	Not Pupil Premium Eligible

This is a big increase in incidents compared to the previous year although a significant amount was made up from 14 students over the 4 year groups.

PP	Year group	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2	Group Size
Not Pupil Premium Eligible	Year 8	12	7	10	9	20	19	78
Pupil Premium Eligible	Year 8	13	9	18	20	36	17	31
Not Pupil Premium Eligible	Year 7	34	64	57	36	38	2	74
Pupil Premium Eligible	Year 7	46	33	26	20	19	16	42
Not Pupil Premium Eligible	Year 6	0	0	0	1	0	2	50
Pupil Premium Eligible	Year 6	24	15	16	31	43	10	39
Not Pupil Premium Eligible	Year 5	0	1	0	0	0	0	51
Pupil Premium Eligible	Year 5	15	5	10	7	16	3	41
Overall	Year 8	25	16	28	29	56	35	109
Overall	Year 7	80	97	83	56	57	18	116
Overall	Year 6	24	15	16	32	43	12	89
Overall	Year 5	15	6	10	7	16	3	92

Summary

Overall PP student's behaviour is worse across 3-year groups the only place this is not happening is year 7. PP students % is also higher in those missing rewards. 14 students making up the majority of the incidents.

SEND

Reading 71% expected, 14% GD.

Maths 43% expected. 3 out of 7

Writing 43% expected. 3 out of 7

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 student's mental well-being and giving them a go to person. 23 out of the 43 students who accessed the well-being centre were PP (53%).
- 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 (7 – 54%) and Trail blazers (9 - 60%) was access by PP students.
- Bespoke support for students has been a priority and staff signposting parents when in need of support.
- Pastoral support was unfortunately unsuccessful due to the member of staff leaving after maternity, so at no time did this strategy get put into place.
- Parental engagement ins KS2 was a huge success. KS2 put on several events to show case all students and all students were part of the performances, from Christmas shows to form assemblies.
- 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. Work with VIP to support families and getting students int to school continued throughout the year.

Attendance	
Not Pupil Premium Eligible	92.8% down from 94%
Pupil Premium Eligible	86.9% down from 89.3%
GAP	5.9% (increased from 4.7%, this increase is less than last year's increase of 2.2.%)

59% of our PA students were pupil premium, an increase of 7%, all 4 year groups were between 14-18 PA PP students.

Based on all the information above, the performance of our disadvantaged pupils somewhat met expectations, and we are at present on course to achieve some of the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

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.