



# JAMES BATEMAN MIDDLE SCHOOL

*“Where pupils achieve and excel”*

## Pupil Premium Strategy Statement

Detail	Data
School name	James Bateman Middle School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	141 (36%)
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	G Nixon

# 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

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## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,080
Recovery premium funding allocation this academic year	£28,020
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	£178,100

# 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 rout
1	Our assessments, observations, and discussions show the underperformance of higher ability pupil premium,
2	Our internal assessments and staff discussions have shown the performance of SEND PP pupils to be low
3	Through staff meetings and student personal development, areas of need was the 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, last year the gap was 2.5%. 46% of our PA students is made up from PP students.
5	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. These challenges particularly affect disadvantaged pupils, including their attainment. From well-being questionnaires and staff referrals for support have markedly increased (50% whom are disadvantaged) currently require additional support with social and emotional needs, with some disadvantaged receiving small group interventions.

## 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. Especially in maths	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.

<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 1 trip and other opportunities through clubs each year.</p>
<p>5. 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. Attendance gap currently 2.5%.</p>
<p>6. To ensure the mental well-being of PP students is supported.</p>	<p>PP students have access to all the different strands of well-being support in school to support their learning where needed.</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: £ 61,560

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	Improve Outcomes for PP Students in curriculum areas including Maths and English (EEF- Mastery Learning +5/ Metacognition +7)  <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>  <a href="#">Rosenshine's Principles</a>	1, 3
Resources		
Smaller Class sizes. Keeping Y5 to 4 forms with smaller intake. Using staff to create 5 forms in Y6 to support smaller classes to support SATs.	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>	1, 3
Use of Arbor to support teaching and learning with the identification of students requiring different levels of support, demographics		

and assessments		
Use of Arbor to support home learning and allow students to access work easily from home.	Parental engagement +4  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	

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

Budgeted cost: £ 53,719

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
Improve literacy and skills for disadvantaged students with the use of the Accelerated Reader programme in all Years.	Improve literacy and number skills for disadvantaged students  (EEF- Reading and Comprehension + 6) <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a> <a href="#">KS3 Literacy – Improving literacy in secondary schools EEF</a>	1, 2

<p>Maths peer mentors in morning maths sessions</p>	<p>Y8 students to support years 5-7 in morning maths sessions.</p> <p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support +5</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	<p>1, 2</p>
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## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 62,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to support attendance of disadvantaged students: EWO, ViP, 1<sup>st</sup> day absence phone calls</p>	<p>The Department for Education (DfE) published <u>research</u> in 2016 which found that:</p> <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, than pupils that missed 10-15% of all sessions</li> <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>	<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., 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>	<p>5</p>
<p>Student support fund to help</p>		<p>4</p>



<p>support cultural capital or families in need.</p> <p>Development of cultural capital and opportunities for disadvantaged pupils in all year groups to support aspiration and motivation</p>	<p>Quality of Teaching for All (EEF Mastery learning +5)</p> <p><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	
<p>Breakfast club (Bagel bar)</p>	<p>All students have access to the breakfast bagel bar, every morning 8.30-8.50am</p>	5
<p>Work with Stoke Literacy Champion</p>	<p>All PP students will receive a reading book to support our DEAR initiative in school.</p> <p><a href="#">KS3 Literacy – Improving literacy in secondary schools EEF</a></p>	1
<p>Pastoral support to improve attendance/behaviour and work with Assistant head teacher to get students in to school</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. +4</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="#">EEF improving behaviour in schools</a></p> <p><a href="#">Attendance Research EEF</a></p> <p>Parental engagement +4</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4

**Total budgeted cost: £ 178,100**

## 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.

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### 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.*