

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	370
Proportion (%) of pupil premium eligible pupils	145 (38.6%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 2 of new 3-year cycle
Date this statement was published	Dec 2025
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	£172,355
Recovery premium funding allocation this academic year	£0
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	£172,355

# 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 and their families.

- ***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	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Year 5, 61% of our disadvantaged pupils arrive below age-related expectations compared to 24% of other pupils.</p> <p>Current Y6 data shows 37% of PP are below compared to 20% of non-PP.</p> <p>Disadvantaged students achieving expected grade at SATs last year also dropped on the previous year and the gap has increased, catching them up is also a focus in Year 7.</p>
2	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Year 5, 75% of our disadvantaged pupils are below age-related expectations compared to 41% of non-PP pupils.</p> <p>Current Y6 data shows 52% of PP are below compared to 42% of non-PP.</p> <p>Disadvantaged students achieving expected grade at SATs last year also dropped on the previous year and the gap has increased.</p>
3	<p>Disadvantaged students are more likely to read below chronological reading ages which has a detrimental impact when sitting exams and can impact on disadvantaged student outcomes. Reading is big part of our school and we will continue to push the reading of PP students. There is 44% of PP Year 6 below expected and only 29% of non-PP, this gap has increased since last year.</p>
4	<p>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.</p>
5	<p>Low level behaviours in some lessons and certain subject areas that can affect the learning of PP students. PP behaviour incidents increased last year PP behaviour incidents made up 70% of the total incidents over the year.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 6% lower than for non-disadvantaged pupils.</p> <p>40% of disadvantaged pupils have been 'persistently absent' compared to 13% of their peers during last year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Mental well-being and closing the gap due the legacy of COVID19.</p>

	<p>Discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic (63% whom are disadvantaged) currently require additional support with social and emotional needs, with some disadvantaged receiving small group interventions.</p>
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## 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. Improved outcomes among disadvantaged pupils across the curriculum at the end of KS2, particularly in maths.	KS2 performance measures by 2026/27 demonstrate that the GAP between disadvantaged pupils achieving expected level at SATS is between 5-10%.
2. Improved outcomes among disadvantaged pupils across the curriculum at the end of KS2, particularly in Writing.	KS2 performance measures by 2026/27 demonstrate that the GAP between disadvantaged pupils achieving expected level at SATS is between 5-10%.
3. Further improve the progress for all disadvantaged pupils - especially in reading and maths.	Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in English and Mathematics. Reading ages tested for all pupils in. Pupils reading ages to improve across all year groups. Maths progress identified through freckle Progress identified through pupil book study.
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 2 different opportunities per year.
5. Improve PP behaviour, look at key areas where low level behaviour is causing PP students to fall behind.	Reduced behaviour incidents for PP students over the year and more PP students accessing the rewards system. The number of incidents is proportional to the PP group. Reduce from 70% - 40%

<p>6. To improve the attendance of all disadvantaged pupils – especially p/a pupils.</p>	<p>PP student attendance improves year on year and a reduction in PP PA students each year.</p> <ul style="list-style-type: none"> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced each year</li> <li>• the figure among disadvantaged pupils being no more than 2% lower than their peers by year 3.</li> </ul>
<p>7. To ensure the mental well-being of PP students is supported.</p>	<p>PP students who access support from well-being to support their learning and the impact of the well being can be measured. E.g. improved attendance, improve behaviour, reduction in bullying incidents, student voice. Progress leaders to support this.</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: £87,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention to support Quality 1 <sup>st</sup> teaching	<p>Quality of Teaching for All (EEF Reducing Class sizes +3/ small group tuition +4)</p> <p>Keeping a consistent team of staff helps to support the students, having key go to staff for students and not a high turnover where students have to build new relationships with staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1, 2, 3
CPD to support Q1stT To embed the MAT Teaching and Learning policy to improve outcomes for PP students	<p>Improve Outcomes for PP Students in curriculum areas including Maths and English</p> <p>New teaching pedagogy</p>	All
Continue to follow maths programme to continually assess and progress students. Continue to improve literacy and skills for disadvantaged students with the use of the Star test assessment in all Years. Subscriptions to relevant programmes to support literacy maths progress.	<p>When used effectively, freckle assessments can indicate areas for development for individual pupils, or across classes and year groups: this will track PP pupils and identify areas to improve.</p> <p>Accelerated reader package to support reading.</p>	1,2,3
CPD for maths department.  Whole department CPD focusing of the teaching of reasoning and problem solving (need identified from staff survey)	Use of staff time during assembly slots to meet with KS2 teams to ensure the curriculum is working and CPD opportunities for staff.	1

Math and English meetings every half term to support all teachers who teach the curriculum	LJ and LC to offer expert advice and support to other teachers.	
Keeping a 4 form entry across all year groups to support the learning of students forming better relationships, planned interventions etc.	Reducing Class sizes +3 <a href="#">Reducing class size   EEF</a> Intake in Y5 is slightly lower than expected but 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.	All
Reading and language support. Reading champion to continue to monitor reading ages and then support Library interventions - targeting lowest 20% which consists of PP	Reading comprehension interventions +6 <a href="#">Reading comprehension strategies   EEF</a>	2, 3, 4
Continue to improve our homework system to ensure we are stretching the most able but giving chances to consolidate learning of other students.  Homework club to run in school at lunch times 5x per week, ran by teaching staff and prefects.	Homework +5  <a href="#">Homework   EEF</a>	1,2,3
Use of Arbor to support teaching and learning with the identification of students requiring different levels of support, demographics and assessments	Staff voice to give feedback on new systems and how best to collate and disseminate information to stay updated to support PP students. Help to track attendance and behaviour to apply early strategies to support.	

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

Budgeted cost: £31,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged/SEN pupils who require further phonics support	small group tuition +4 <a href="#">Small group tuition EEF</a> +5 <a href="#">Phonics   EEF</a>	2
Interventions to targeted PP and SEND students	small group tuition +4, <a href="#">Small group tuition EEF</a>	1, 2
TA Interventions (reading comprehension)	TA interventions +4, Reading comprehension +6 <a href="#">One to one tuition   EEF</a> <a href="#">Small group tuition EEF</a>	2,3
Continued development of resources in core subjects to support teaching and learning and Literacy across KS2. To support learning at home.	Support packs to help the students learning outside of school, this will also be offered with parent workshops to support their child's learning at home. Improve Outcomes for PP Students in curriculum areas including Mathematics and English	1,2,3
Y6 booster sessions PP/SEND focus	small group tuition +4 <a href="#">One to one tuition   EEF</a> <a href="#">Small group tuition EEF</a>	1,2,3
Year 7 Form time maths interventions	small group tuition +4 <a href="#">Small group tuition EEF</a>	1

Use of form time to give additional time for maths and reading.	Numeracy ninja supports the maths skills students need in lessons.	1,2,3
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to support attendance of disadvantaged students: EWO, Attend, 1<sup>st</sup> 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"> <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>	6
<p>Launch of new behaviour curriculum to improve behaviour for all especially PP/SEND. Curriculum to teach student especially Year 5s our school expectations and behaviours.</p>	<p>Data from previous year showed PP students made up 70% of all behaviour incidents (small number of PP students contributed and was not wide spread in PP students).</p> <p><a href="#">Behaviour interventions   EEF +3</a></p>	
<p>Continued CPD on Trauma informed schools and support staff behaviour management strategies to improve learning and support.</p>	<p>Behaviour interventions +3</p> <p>Whole staff training on TIS, SLT training and 5 staff have trained TIS diploma and implementing strategies to support students in different ways.</p>	5

	<a href="#">Behaviour interventions   EEF</a>	
<p>Provision of a bespoke Well-being centre to support access to learning</p> <p>Inhouse well-being staff, has continued but now gone from 3 to 2 members offering a range of sessions.</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>	5,6
<p>Development of careers related opportunities for disadvantaged pupils in all year groups to support aspiration and motivation as part of the Careers hub.</p> <p>New PSHE curriculum to support.</p>	<a href="#">Aspiration interventions   EEF</a>	4
New 'future ready now project'	<a href="#">Aspiration interventions   EEF</a>	
Continued 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	Continuation of the bagel bar at the beginning of the day for students who may not have not had breakfast.	All
<p>Parental engagement, to increase PP parents communication and getting them in to school for positive events. KS2 and KS3 events to get families in to school.</p> <p>Family learning opportunities to be used to support development of skills and foster positive relationships with home, pupil and school. This is planned to</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

take place in KS2 in the first instance.		
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**Total budgeted cost: £172,355**

## 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.

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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.*