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	Ipsley Middle School
Number of pupils in school	652
Proportion (%) of pupil premium eligible pupils	30.6% (200 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Angela Saul Principal
Pupil premium lead	Ben Scarle Assistant Principal
Governor / Trustee lead	Matt Setchell, Chair of governors Carlene Taylor, DVPP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,965
Recovery premium funding allocation this academic year	£40,229
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	**£276,194**

Part A: Pupil premium strategy plan

Statement of intent

At Ipsley C of E Middle School we believe all pupils within our **community**, irrespective of their background or the challenges they face, should have the opportunity to make excellent progress and flourish, developing themselves as **ambitious, courageous,** and **kind** learners.

Our pupil premium strategy is carefully created, routed in the context of the community that we serve, in order to remove any potential barriers to pupils achieving this goal and promote strong outcomes for all disadvantaged pupils, building **resilience** and allowing them to lead **fulfilled** lives past the time when they leave our school. Vulnerable pupils, such as those with SEND or access to social workers, will also be considered within our strategy, regardless of their disadvantaged status.

The focus of our pupil premium strategy is to diminish any differences between disadvantaged and non- disadvantaged pupils across all year groups: socially, academically, and with opportunities for enrichment. In particular, we aim to address pre-existing and potentially widening gaps that are still evident from lockdowns and remote learning – both of which have affected our disadvantaged pupils the most.

High quality teaching – developing knowledge and skills - is at the core of everything we do and is proven to have the greatest impact on closing the disadvantage attainment gap, whilst at the same time benefitting the non-disadvantaged pupils in our school. Through adopting the tiered approach recommended by the EEF and employing a range of strategies, we aim to remove barriers to learning and support pupils to succeed academically. In addition to this, our strategy considers targeted support for specific individuals or cohorts who we have identified as falling behind, either as a result of academic barriers to learning, or social, emotional health issues. Through our wider strategies, we aim to address broader learning behaviour barriers, such as issues of resilience and motivation, in particular in relation to pupils' attitudes towards school and their attendance.

Our approach is responsive to common challenges and analysis of whole school data, as well as individual needs. It is driven by robust diagnostic assessment, not assumptions about the impact of disadvantage. We adopt a whole school approach to inclusion – supporting all those children at a disadvantage as opposed to just those identify from external sources - in which all staff are responsible for disadvantaged outcomes and supporting the whole school priority.

Challenges

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

Challenge number	Detail of challenge
1	Data and monitoring reveals that disadvantaged pupils generally have lower levels of reading comprehension than their peers. NGRT reading ages demonstrate a significant disparity between disadvantaged and non-disadvantaged pupils. This is

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	also seen in end of key stage outcomes where there is a gap between disadvantaged and non-disadvantaged pupil attainment.
2	Observations and pupil voice reveal that not all of our disadvantaged students have a range of cognitive and metacognitive strategies, including a lack of oracy skills and experience of being immersed within a wide range of vocabulary, meaning that they less able to deal with challenging academic work or certain social situations.
3	Observations, discussions and PASS survey data reveal disadvantaged pupils' social and emotional development and mental health is less than their non-disadvantaged peers.
4	PASS survey data and other pupil voice reveals disadvantaged pupils' perceived learning capability, self-regard as a learner and confidence in learning is lower than that of their non-disadvantaged peers.
5	Our attendance data last year indicates that attendance among disadvantaged pupils was 5% lower than for non-disadvantaged pupils. Last year, there was a significantly higher level of persistent absence with disadvantaged pupils compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved reading comprehension among disadvantaged pupils across KS2 and KS3.	Reading comprehension tests at KS2 demonstrate improved comprehension skills among disadvantaged pupils whose attainment is broadly in line with their non-disadvantaged peers. Reading age data (NGRT) demonstrates increased proportion of disadvantaged pupils reading at expected age by the end of the year. English outcomes of disadvantaged pupils at KS3 are broadly in line with their non -disadvantaged peers.
Disadvantaged pupils make optimal progress in line with non-disadvantaged pupils in all lessons.	Adaptive teaching is evident in all classrooms. Teachers are confident in adapting the pitch of the lesson to support and challenge disadvantaged pupils to make optimal progress. Outcomes of disadvantaged pupils are broadly in line with their non-disadvantaged peers.
Improved maths and reading outcomes in KS2 and KS3.	KS2 maths and reading outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard and 20% the Higher Standard. KS3 outcomes in 2024/25 show that 75% of disadvantaged pupils achieve secure or mastery in maths and English attainment data.

To achieve and sustain improved wellbeing and mental health for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing and mental health from 2024/25 demonstrated by PASS survey results, pupil voice, parent surveys and teacher observations. These improvements can be benchmarked and compared to other schools within our Trust.
Improved learning behaviours and attitudes of all pupils, especially disadvantaged.	PASS survey data reveals disadvantaged pupils' improved levels of perceived learning capability, self-regard as a learner and confidence in learning. Enhanced role of tutor introduced with a clear focus on resilience and motivation. Teaching and learning practices and relentless routines promote resilience.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 is demonstrated by attendance of all pupils being 96.5% or higher (up from a target of 95% in 2023/24) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 2%, decreasing from 3.5% in the academic year 2023/24. The percentage of all pupils who are persistently absent is below 10% and the figure among disadvantaged pupils is no more than 5% higher than their peers.

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: £124,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence-based strategies to support quality first teaching.	"Supporting the Attainment of Disadvantaged Pupils" (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. This is further supported by the EEF toolkit (2021) which claims significant improvement in learning e.g. Interleaving and questioning (EEF + 7 months) Assessment for learning/feedback (EEF +6 months) Education endowment fund: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1,2,3
CPD to continually develop all teachers' subject knowledge and expertise to support the effective delivery of a high quality, knowledge rich curriculum. CPD to include: Reading comprehension and reading fluency AFL practices Adaptive teaching	Education endowment fund: Research and literature says that in order to effectively support PP and disadvantaged students; all staff should receive effective training in order to enable them to identify and support the needs. This should be regularly updated and reinforced by coaching. Pupils from disadvantaged backgrounds experienced higher levels of loss than their non disadvantaged peers (1 month more learning loss in reading and 0.5 months more in mathematics compared to their non disadvantaged peers). The effect on disadvantaged pupils is equivalent to undoing a third of the progress made in the last decade on closing the gap	1,2,3
Effective use of PIXL across the whole school	Evidence consistently shows the positive impact that targeted academic support can have (EEF Guide to the Pupil Premium). PiXL ensures assessment is manageable, forensic and informs whole class teaching and learning and interventions.	1,2,3
Adaptive teaching implemented in all classrooms	EEF: The success of adapting teaching also lies in careful diagnostic assessment, in order to avoid prescriptive and inflexible delivery	3

	https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/ Adaptive teaching explicitly entails a certain mindset or vision that enables teachers to view learner variation as an opportunity rather than as an obstacle (Beltramo, 2017; Corno, 2008).	
Effective AFL practices implemented during and between lessons.	EEF: There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1,2,3
Targeted use of additional resources/equipment to support learning in and out of school.	Covid-19_support_guide_for_schools.pdf (educationendowmentfoundation.org.uk)	1,2
Effective QA practices implemented including SLT, ADLS and SIP where appropriate to identify training needs and to share best practice.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1,2,3,4,5,6

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

Budgeted cost: £ *69,048*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English interventions in KS2 and KS3 are responsive and led by subject specialists, overseen by the Closing the Gaps Leaders.	Education Endowment Foundation (2019). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premiumguide Sobel, D. (2018). Narrowing the Attainment Gap: A Handbook for Schools (London:Bloomsbury).	1,2,3
NTP through Kip Mcgrath tutoring to raise attainment for children identified as not secondary ready based on 2022/23 KS2 SATS.	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."	1,2
Reading culture improved through reading for pleasure opportunities/interventions. Library lessons – STAR reader Tutor reading programme in KS3 Parent governor reading interventions	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002) reading_for_pleasure.pdf (publishing.service.gov.uk) Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	1,2
One-to-one reading to improve reading fluency and reduce the number of students with a reading age below expected. Library lessons and class teacher/tutor	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	1,2
Robust reading interventions and strategy specifically targeted at underperforming	EEF Toolkit Reading Comprehension Strategies: "Supporting struggling readers is likely to require a coordinated effort across the curriculum and	1,2

groups of children identified in Closing the Gap, Raising Attainment/Progress and Academic Filter meetings. A specific focus placed upon pre-teaching methods in maths interventions	a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies." Four strategies to engage boys in literacy and close the gender gap - Oxford Education Blog (oup.com) Encouraging boys to read | Oxford Owl Daniel Sobel 'The Inclusive Classroom' 2021. Pre learning and over-learning are effective interventions enabling pupils to engage effectively in the classroom. Pre learning ensures the lesson becomes a period of overlearning. See Nature Neuroscience paper (Shibata et al. 2017) which shows that even brief periods of over-learning lead to improved performance.	
Increased capacity of non teaching pastoral team including BWL (Behaviour and Wellbeing Leaders) and Director of Inclusion to support the wellbeing and mental health of disadvantaged pupils.	Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.	4
Effective use of NGRT diagnostic tools.	"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy	1,2,3
Increased access to books and reading materials for disadvantaged pupils KS2 classroom libraries SATS revision guides KS3 revision guides in core subjects Book Buzz – fictional text SORA	http://teacher.scholastic.com/products/face/pdf/research-compendium/access-to-books.pdf	1,3
Effective use of additional software to target disadvantaged pupils: TT rockstars, accelerated reader, mymaths, lexia	EEF_Project_Report_AcceleratedReader_1	1,2,3

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

Budgeted cost: £ *82,858*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement - community café Signposting for mental health support **Family and adult learning sessions provided**	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): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement**	**4**
Equitable access to cultural school experiences linked to the curriculum – subsided for PP children STEM Residentials Trips / visits	Edkins, L. (2019). 'How to "poverty proof" your school', TES (25 October). Available at: https://www.tes.com/magazine/article/how-poverty-proof-your-school. 'to help the word poor become richer and, with it, to diminish the difference between the attainment of disadvantaged pupils and their non-disadvantaged peers ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum' Sutton Trust	4,5
Use of the PASS survey to identify targeted support	Research shows that disadvantaged students have been worst affected by partial school closures. (EEF)	4,5,6
Enhanced role of tutor Intrinsic motivation	The Early Career Framework states that: Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. **The Role of Teachers in Motivating Students To Learn - Davion Johnson** https://files.eric.ed.gov/fulltext/EJ1230415.pdf	4,5,6
Breakfast club and promoting healthy lifestyles through food provision for pupils who do not meet the threshold for breakfast club	The Institute of Fiscal Studies found that pupil attainment rose when children were provided with a breakfast. "Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons." https://www.ifs.org.uk/publications /8714 - IFS Research into effects of breakfast club	4,6

Uniform. Purchase a bank of new uniform items in a wide range of sizes for loan or donation to families as needed.	"There is some evidence that in areas of very high poverty free school uniforms improve attendance; however this does not appear to be true in all areas." - EEF toolkit. This approach will therefore need to be closely monitored. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	4,6
Externally facilitated programmes to build confidence and aspirations: Be You Y8 Humanutopia Y6 Resilient me	Research shows that disadvantaged students have been worst affected by partial school closures. (EEF)	4,5,6
Educational Mental Health Practitioner in post one day a week to offer targeted support to individuals and their families	EEF Improving Social and Emotional Learning in Primary Schools Guidance Report: "In most cases, schools do not need external or specialist staff to deliver SEL activities to children. In fact, effects on academic performance are generally larger when teachers—as opposed to external practitioners, researchers or community members— implement SEL programmes. This may be because there is more opportunity for practice to become embedded over time. A partial exception to this may be more targeted forms of support, where specialist input is likely to be more beneficial."	4
Social and emotional learning interventions Crush 5 point scale and emotional coaching SOCCSS and social autopsy	EEF: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	4,5
Enhanced use of new systems to increase communication between home and school and improve parental engagement of disadvantaged pupils' parents/carers. Epraise and BWL team	EEF Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings	1,2,3,4,5,6

Implement Christian values to define and target specific skills such as resilience and empathy.	EEF Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf	4,5
Subsidised instrument/singing lessons / clubs / sports	EEF toolkit strands – sports participation, arts participation, outdoor adventure learning	4,5
Director of wellbeing and Inclusion to support accessing external services and support	Research shows that disadvantaged students have been worst affected by partial school closures. (EEF) The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org).	4,5,6
Embed attendance strategy (2021/22) including earlier trigger points for disadvantaged pupils, increased accountability of all stakeholders and significantly enhanced communication with families to promote attendance culture. Increased capacity through BWL attendance position.	Involvement of parents has shown to have a 3 month potential gain according to EEF. NfER briefing for school leaders identifies addressing attendance as a key issue. We cannot improve pupil attainment if they are not attending school. The gap between PP and Non PP attendance rates is narrowing but has not yet closed. EEF toolkit strands – parental engagement. NfER research. Use of Wayne Harris CPD to drive attendance strategies. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf	6

Total budgeted cost: £ 276,194

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
Improved reading comprehension among disadvantaged pupils across KS2 and KS3.	KS2 Reading SATs outcomes – 64% ARE+ (16% HS) for compared to 60% ARE+ (16% HS) in 2021/22 KS3 English exit data – 60% Secure + compared to 56% Secure+ in 2021/22
Improved maths and reading outcomes in KS2 and KS3.	KS2 Maths SATs outcomes – maintained 60% ARE+ comparing 2023/23 with 2021/22. KS3 Maths exit data – 66% Secure+ compared to 70% Secure+ in 2021/22. However, 90% of PP children were on Target, compared with 87% in 2021/22
Disadvantaged pupils make optimal progress in line with non-disadvantaged pupils in all lessons.	PP children made, on average, 10 months improvement in their Reading age across the year, more than non-PP children. Improvements in reading age vs chronological age significant across each most year groups, specifically Year 5.
To achieve and sustain improved wellbeing and mental health for all pupils, including those who are disadvantaged	
Improved learning behaviours and attitudes of all pupils, especially disadvantaged.	Suspensions for FSM children was 3.56%, significantly under the 25.5% nationally.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	FSM attendance sat slightly below national. PP attendance was 5% lower than non-PP.

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
TT Rockstars	
GL Assessments	
Lexia	

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)