

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 | Edward Peake Church of England Middle School |
| Number of pupils in school | 571 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 to 2045-2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Zoe Linington Headteacher |
| Pupil premium lead | Thomas Hodgson |
| Governor / Trustee lead | Carly Mowbray |

Funding overview

| Detail | Amount |
|---|--------------|
| Pupil premium funding allocation this academic year | £ 147,780.00 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 23,710.00 |
| 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 | £ 171,490.00 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goal, including progress for those who are already high attainers. At Edward Peake our intention is to offer all our pupils a broad, balanced and enriching curriculum where all pupils can reach their full potential.

Our disadvantaged pupils can also be our most vulnerable pupils. At Edward Peake Middle school, we consider the challenges faced by our vulnerable pupils, such as those who have a social worker or who are young carers. Our Family Support worker, pastoral workers, support staff and other agencies, work to overcome these challenges so that our pupils can feel happy and safe while at our school.

High-quality teaching is at the heart of our approach, with our school ethos of 'Live, Love, Learn'. Our intention is to continue to invest in our CPD opportunities for all staff working with pupils to ensure that they are teaching best practice within a given subject. This will develop all our pupils' knowledge and skills so that they can achieve high attainment across all subject areas. High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

A further intention at Edward Peake school is to ensure that all pupils have a constructive learning environment with our behaviour expectations of 'Safe, Caring, Learning'. We have some families and pupils who benefit from additional support through our family support worker and pastoral workers through pastoral interventions. Interventions such as this help to create a calm and effective learning environment for all pupils, regardless of whether they are disadvantaged or not. Supporting this learning environment can create an atmosphere for high-quality teaching.

Finally, our intention is to raise the attendance of disadvantaged pupils. Pupils who do not regularly attend school do not have access to the high-quality teaching provided by Edward Peake staff. Therefore, this has an impact on their skills and knowledge acquisition leading to greater gap between pupils.

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 with teachers and pupils suggests that disadvantaged pupils are performing lower than their peers in reading, writing and maths. |
| 2) | <p>The impact of COVID-19 and lockdowns have had a disproportionate effect on disadvantaged pupils. The education and wellbeing of many of our disadvantaged pupils have been impacted by the partial school closures. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, this is noticeable within the English curriculum.</p> |
| 3) | The pastoral team has seen an increase of referrals for behavioural and mental health interventions. This is a result of COVID -19 where more pupils need emotional support. As a school we need to ensure these pupils are receiving the support they need to continue to create a safe, caring and learning environment for all of our pupils. |
| 4) | Attendance data shows that disadvantaged pupils are below the national and school average. |
| 5) | To provide cultural capital opportunities for our disadvantaged pupils. |

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 and English attainment among disadvantaged pupils. | <ul style="list-style-type: none"> - The attainment gap between disadvantaged and non - disadvantaged pupils will decrease. - With support from the RADY uplift, pupils will have aspirations of achievement in line with their peers. - Pupils will be well established for their move to Secondary School. |
| Improved maths attainment among disadvantaged pupils. | <ul style="list-style-type: none"> - The attainment gap between disadvantaged and non - disadvantaged pupils will decrease. - With support from the RADY uplift, pupils will have aspirations of achievement in line with their peers. - Pupils will be well established for their move to Secondary School. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - Our four year trend on attendance will show sustained improvement. - The attendance of disadvantaged pupils will decrease between their non- disadvantaged peers. - The gap between the disadvantaged pupils and the whole school attendance target of 97% should decrease. |
| To achieve and sustain pastoral support for our disadvantaged pupils. | <p>Sustained high level of pastoral support from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> - Low level disruption data within classrooms is decreasing. - Fewer incidents during break and lunchtimes through restorative justice intervention - helping children to make the right choices. |

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: £ 25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchasing phonics training for Year 5 staff to support pupils who require who.</p> | <p>This is supported through the Education Endowment fund, which states:</p> <p>“Phonics approaches aim to quickly develop pupils’ word recognition and spelling through developing pupils’ ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them. Successfully implementing a phonics might involve:</p> <p>Training staff to ensure they have the necessary linguistic knowledge and understanding.”</p> | <p>1,2</p> |
| <p>Providing CPD opportunities for all staff for maths and English.</p> | <p>Supported by the EEF - Effective Pupil Premium Spending:</p> <p>“Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”</p> | <p>1,2</p> |
| <p>Pupil Premium Leader allocation</p> | <p>To champion disadvantaged pupils within the school.</p> | <p>1</p> |

| | | |
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| Coaching and Mentoring Program to support teachers with equity and quality of teaching. To support colleagues with lesson structure. | Supported through evidence based research of RADY project. Giving staff teaching time to observe and mentor other colleagues when implementing lesson structure and equity of teaching strategies. | 1,2,3 |
|--|--|-------|

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

Budgeted cost: £ 63,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Phonics interventions for disadvantaged pupils to support a catch up programme. | <p>This is supported by the Education Endowment Foundation which states: "Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning."</p> | 1,2 |
| Early maths intervention with additional physical maths resources. | <p>Supported by the Education Endowment Foundation which states:</p> <p>"Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that</p> | 1,2 |

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| | <p>pupils receive the large benefits of structured interventions and not the limited impact of general deployment.”</p> <p>“In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as:</p> <ul style="list-style-type: none"> ● Abracadabra (ABRA) ● Catch Up Literacy ● Catch Up Numeracy ● Nuffield Early Language Intervention (NELI) ● REACH ● Switch-on Reading ● Talk for Literacy <p>There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.”</p> | |
| <p>Dyslexia Gold Intervention - Supporting pupils with dyslexia needs in school.</p> | <p>Supported by the Education Endowment Foundation which states:</p> <p>“Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.”</p> | <p>1,2</p> |
| <p>Play Therapy Intervention</p> | <p>This is supported by the Education Endowment Foundation, under Social and Emotional Learning which states:</p> <p>“Evidence suggests that children from disadvantaged backgrounds have, on</p> | <p>3</p> |

| | | |
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| | <p>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.</p> <p>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.”</p> | |
| <p>Pastoral Team to provide behavioural and wellbeing support to pupils through interventions to minimise low level disruption.</p> | <p>This is supported by the Education Endowment Foundation which states:</p> <p>“According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.”</p> <p>This evidence is also supported through the school’s exclusion figures.</p> <p>The Endowment foundation continues to state that:</p> <p>“Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.”</p> | <p>1,2,3</p> |

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

Budgeted cost: £ 77,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Family Support Worker to provide support to families. | Supported by our RADY project, where we need to know our learners and families to best support their attainment journey. | 3 |
| Purchasing of phonics books and resources to support their comprehension. | <p>Supported through the Education Endowment Fund which states:</p> <p>“ It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.”</p> <p>“Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.”</p> | 1,2 |
| Purchasing of new library books to support pupils at the lower levels of Accelerated Reader. To also provide more non-fiction resources matched at the children’s reading ability. | <p>Supported through the Education Endowment Fund which states:</p> <p>“ It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.”</p> | 1,2 |
| Providing opportunities for pupils to be inspired to read - through author visits, reading programs and trips. | <p>Supported through the Education Endowment Fund which states:</p> <p>“Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to</p> | 1,2 |

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| | better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.” | |
| Supporting Families with uniform and equipment cost. | Research from the Education Endowment Foundation states that: “Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.” We believe that this is true for equipment also. | 5 |
| Educational Trips, including day and residential. As well as visitors to the school. | Outdoor education is of vital importance to all children. It builds self-confidence and esteem. Educational trips and residential can be expensive, so it is important to us to allow children to access these opportunities. The Pupil Premium funding will support 35% of day trips and 50% of residential trips. | 5 |
| Wellbeing Support for pupils - Spend allocation for the wellbeing day. | Due to the pandemic, it is important to ensure we support pupils' health and well-being. This funding is to support our wellbeing day in school to provide a number of outside agencies to support our disadvantaged and pupil premium children. | 3 |
| Other educational activities, such as music tuition. | Edward Peake school also supports other opportunities within school such as clubs and music tuition. | 5 |
| Breakfast Club to support attendance of disadvantaged pupils. | The Pupil Premium funding supports attendance of disadvantaged pupils to attend. The breakfast club also aims to support the attendance of pupils within school. | 4 |

Total budgeted cost: £ 165,000.00

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 2020 to 2021 academic year.

| Provisions/Strategies | Impact |
|-----------------------------------|---|
| Pupil Premium Lead | Overseen the provisions/strategies for Pupil Premium pupils. Monitored progress and wellbeing of Pupil Premium pupils. Ensured that provisions/strategies have been identified to meet the needs of Pupil Premium pupils. Worked as part of the Inclusion team to ensure that Pupil Premium pupils have access to a number of resources. |
| Family Support Worker | Supported families of pupils, ensuring their needs are met within and outside of school. |
| Pastoral / Behaviour Support Team | Supported pupils in all aspects of school life with their learning in lessons in order to improve their outcomes across all areas of the curriculum. Worked with staff and families to ensure pupils have access to the curriculum and support pupils well being. |
| Intervention | Providing an extensive programme of interventions both academic and pastoral (social, emotional and well being) to pupils. Interventions are:- <ul style="list-style-type: none">● Talking and Drawing● Bereavement● Lego Therapy● Dyslexia Gold● Sports based intervention● Small group teaching |
| Breakfast Club | Due to current guidelines we have been unable to run Breakfast Club. Breakfast Club provided wrap-around care for pupils including breakfast and additional support as required to ensure that they are ready and well organised for their day. When restrictions are lifted Breakfast Club will be reintroduced. |
| Uniform and Equipment | Pupil Premium pupils relieved of the financial burden of uniform and subject specific equipment. |

Revision materials and workbooks

A number of families have requested a 30% voucher towards purchasing uniforms from Price and Buckland.

Revision material and workbooks have assisted pupils in their learning, allowing pupils to pre-learn and consolidate what they are learning in lessons. They have also supported pupils with their learning outside of school with homework tasks.

Financial assistance for pupils to access educational and residential visits - Visitors Curriculum Enrichment Activities

The school will meet 35% of the cost of any educational visits and 50% for residential visits. Increased confidence and self-esteem will impact positively on standards in the school.

The following visits have been supported:

- Y8 Walton
- Y7 Residential - To take place in 2021/2022. Funding was used to help support families with deposits to secure a place on the visit.

Health and Wellbeing Resources

Supporting pupils with their health and wellbeing through providing materials and resources for one to one support and activities days.

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 |
|-----------|----------|
|-----------|----------|