

Glendale Middle School 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	Glendale Middle School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	27.12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	M Deane-Hall
Pupil premium lead	G Tong
Governor / Trustee lead	D Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,670
Recovery premium funding allocation this academic year	£3,000
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	£45,670

Part A: Pupil premium strategy plan

Statement of intent

At Glendale Middle School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

Remove barriers to learning created by poverty, family circumstance and background.

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.

Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

Develop confidence in their ability to communicate effectively in a wide range of contexts.

Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching.

Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.

Target funding to ensure that all pupils have access to trips, residential visit, first hand learning experiences.

Provide opportunities for all pupils to participate in enrichment activities including sport and music.

Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data. Subject teachers will identify through specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils have fallen behind due to the Covid19 Pandemic. Our assessments and observations indicate that the education and well-being of many disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in Maths and English.
2	Many disadvantaged pupils experience emotional disadvantage. Observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Some parents do not support home learning well e.g. do not listen to their child read. Observations and monitoring of home learning especially during school closures suggest limited support was available for some children at home. This particularly affects disadvantaged pupils.
4	Low self-esteem and low aspirations in some pupil premium children. Socio-economic and geographical restrictions during school closures especially have limited the wider experience of pupils. Consequently this has impacted negatively on the motivation and engagement of pupils to learn. This particularly 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
Disadvantaged pupils will make at least expected progress in Maths and English.	Standardised assessments throughout the year will show progress for disadvantaged pupil's overtime. A higher percentage of disadvantaged pupils will meet the expected standard in Maths, Reading and Writing
Disadvantaged pupils are access resources and activities to promote their self-esteem and emotional well being	Evidence of interventions, resources and activities accessed by pupil premium children.
Disadvantaged pupils will be supported to engage with home learning. All pupils will be offered support in school to help with home learning tasks.	Teacher records indicate better engagement with families with learning activities provided for home. Attendance at homework club shows increased engagement by disadvantaged pupils.
Disadvantaged pupils will be supported to access opportunities to enhance their life experiences and develop their aspirations.	Children access opportunities available to them such as trips, visit, curriculum enhancement and clubs.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of Mathematics, drawing on evidence-based approaches. Maths guidance KS1 and 2.pdf(publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence. Improving Mathematics in Key Stage 2 and 3	1
Enhancement to our teaching including phonics, reading, vocabulary and writing. We will fund release time to attend and embed key elements of training.	The EEF review of evidence on impact of approaches indicates that developing the teaching of phonics, reading comprehension strategies and oral language impact positively on outcomes for children.	1

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

Budgeted cost: £ 47,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition	1, 3

by the pandemic. A significant proportion of pupils who received tutoring will be disadvantaged.	Small group tuition/Toolkit Strand/Education Endowment Foundation EEF	
Targeted support for disadvantaged pupils in English and Maths lessons with the deployment of TA's and HLTA's to support learning	Targeted pupils in all areas of the curriculum will receive support both in one to one and small groups. EEF evidence suggests that this will offer moderate impact.	1
Targeted support for disadvantaged pupils in many area of the curriculum, with the deployment of TA's and HLTA's to support learning.	Targeted pupils in all areas of the curriculum will receive support both in one to one and small groups. EEF evidence suggests that this will offer moderate impact.	1
Targeted support of disadvantaged pupils with social and emotional needs with one to one and small groups sessions promoting self-esteem and managing emotions.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	2
Teachers provide regular targeted questioning, support and feedback for disadvantaged pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. Evidence from the EEF suggests impact from feedback to be very high.	1

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

Budgeted cost: £ 13,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for disadvantaged pupils to access extra-	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate,	1,4

<p>curricular activities eg music tuition</p>	<p>about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
<p>Funding for all pupils to access trips, visits and visitors to school.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Impact will be the exposure of pupils to new experiences which can increase interest and engagement and can result in effective gains such as more positive feelings towards a subject.</p>	<p>1,4</p>
<p>Funding for staff to allow access to all pupils to a library service.</p>	<p>A library is an important source of knowledge to young minds in schools. It develops the important habit of reading among the students. The school library plays a great role in the life of students by serving as the store house of knowledge.</p>	<p>1</p>
<p>Funding of staff to allow access to all pupils to a homework club</p>	<p>Some pupils may not have a quiet space for home learning. It is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Some pupils may not have a quiet space for home learning – it is important for schools to</p>	<p>1,3</p>

	consider how home learning can be supported (e.g. through providing homework clubs for pupils).	
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Total budgeted cost: £ 61,957

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.

Internal assessments carried out in the summer term 2021 gave us the following results. Percentage of disadvantaged pupils at expected standard are as follows

Reading 70%

Writing 57%

Maths 33%

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources such as these provided by Oak National Academy and White Rose Maths. During the period of school closure, some pupils were educated on site whilst those who remained at home, were contacted by staff on a regular basis. In some instances, families were offered laptops and connectivity devices to enable them to access the home learning.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Wild about Adventure	Wild about Adventure

Puma tests	Rising Stars
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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)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a range of high-quality extra-curricular activities including WAA to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported including TA support to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's Teaching and Learning Toolkit to help us develop our strategy and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.