

Pupil Premium Strategy Statement 2020-2021

Overview

- Pupil premium pupils form 18.5% of the Codsall Middle School population (101/547)

Year 5 – 19/125

Year 6 – 23/134

Year 7 – 24/139

Year 8 – 19/132

- The school was allocated the £104,661 for the academic year 2019-20
- Strategies are informed by the 'Teaching and Learning Toolkit' and the 'Guide to Supporting School Planning' published by the Education Endowment Fund.
- Expenditure is outlined in all sections of the plan and certain strategies are given individual costings.

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". In 2020-2021, these issues have been exacerbated by the COVID lockdown, which has further widened gaps for many vulnerable pupils.

Our core objective in using the Pupil Premium is to narrow the gap between pupil groups. We pride ourselves on the progress pupils make across their four year journey at Codsall Middle School but historically levels of attainment have been lower for FSM pupils (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start our school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, 'Making Best Use of Teaching Assistants', the 'Pupil Premium Guide' and the EEF Teaching and Learning Toolkit to inform our decision making.

We have identified three key areas that will which we believe will maximise the impact of our pupil premium spending in achieving our core objective of improving the achievement of pupil premium pupils in all year groups:

Key Principles

Improve the achievement of pupil premium pupils in all year groups

Provide high quality teaching and learning to accelerate progress

We will continue to ensure that all children across the school receive high quality teaching by:

- Setting high expectations
- Sharing good practice within the school and across the MAT and drawing on external expertise
- Providing high quality CPD
- Using assessment outcomes to maximum impact in the classroom
- Helping all pupils to become assessment capable learners who understand their next step
- Expecting 'challenge for all' in every lesson
- Encouraging pupils to make links and apply skills across the broad curriculum
- Improving attendance and punctuality
- Finding opportunities to offer additional support throughout the school day, outside core school hours and during holidays

Provide highly effective targeted academic support

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming or those that are lower attaining
- All staff use achievement data formatively in teaching, planning and to target support
- We use research (Such as the EEF Toolkit) to support us in determining the strategies that will be most effective
- Support will be personalised by looking at the individual needs of each child and identifying their barriers to learning
- Additional support staff and class teachers communicate regularly
- We expect 'best practice' use of support staff in classrooms and in interventions
- Where needed, other agencies to bring in additional expertise

Use a range of wider strategies to address the educational, social and emotional needs of the pupils

We will provide a culture where:

- Staff believe in ALL children
- All pupils believe they can succeed
- there are "no excuses" made for underperformance
- Staff work proactively to overcome barriers
- Staff support children to develop positive attitudes towards learning
- Support is provided for parents/carers to develop their own skills (parent workshops, information evenings) and aid their children's learning
- Interventions are tailored to the needs of the child
- Children's strengths are recognised and built on to further boost confidence
- The impact of COVID 19 on pupils is understood and pupils are helped through difficulties

Funding Priorities

It is nationally acknowledged that the gap between the attainment of vulnerable pupils and their peers has widened during the partial closure of schools and lockdown of 2020. We are determined that we will accelerate the progress of these pupils but it is also vitally important that we acknowledge and address the well-being of vulnerable pupils. Meeting the social and emotional needs of pupils, for example, by adding additional time to the PSHCE programme or through organised enrichment (such as forest school activities) will be the leading priority as we begin the academic year 2020-21.

This year we are reinforcing our commitment to 'Quality First Teaching' because we believe that pupils who are engaged in stimulating, inspirational lessons are the most successful learners. We are ensuring that all teaching and classroom support staff receive high quality CSPD (Continued Self Professional Development), for example, focussing on delivering impactful feedback. A high priority is that all of our pupils are well-motivated with the skills and characteristics to be successful, independent learners. We are training staff in delivering blended learning through Office 365 applications – this will enable them to teach pupils how to access and organise their learning more effectively in the case of self-isolation, but also throughout their future learning. To assist vulnerable pupils to develop remote learning skills, teaching assistants are providing extra, dedicated support time.

Reading is centrally important to the progress of all pupils. Accelerated Reader will remain an important driver of this, with a particular focus on disadvantaged pupils having increased ownership of their reading experience by being involved in reading mentoring programmes and having a more active voice in the selection of library books. Teaching Assistants will be deployed to support vulnerable pupils with reading across the curriculum, both through the use of pre-reading and through offering 'wrap-around' intervention time.

To ensure that we are maximising the engagement of pupils in their own learning, we are working to further develop our pupils as assessment capable learners, who understand their learning journey – where they are going, how they are doing and where they are going next. The whole school focus on the 3Rs (the learning characteristics of being Responsible, Reflective and Resilient) help pupils to identify the skills needed to learn successfully. Encouraging positive learning characteristics and establishing the expectations of behaviour amongst Codsall Citizens will create the atmosphere in school that will best enable vulnerable pupils to accelerate the progress.

It is our intention to provide highly effective, targeted support to all pupils who have fallen behind during lockdown – pupils eligible for pupil premium will be central to these efforts. Structured interventions in English and Maths will be balanced with our belief in the importance of a stimulating and broad curriculum for all learners, so tutoring or support around the school day will play a key role. Interventions will be focussed on needs and will address the barriers to learning that pupils experience. We will ensure this by carefully assessing progress and frequently evaluating the actions we take to support pupils' learning. When pupils have benefited from an intervention, 'catch-up' sessions will be held with them to help them maintain the impact.