

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 | Codsall Middle School |
| Number of pupils in school | 508 |
| Proportion (%) of pupil premium eligible pupils | 19.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22, 2022-2023, 2023-24 |
| Date this statement was published | November 22 nd 2022 |
| Date on which it will be reviewed | May 2023 |
| Statement authorised by | Kirstin Reade (Head of School) |
| Pupil premium lead | Kirstin Reade |
| Governor / Trustee lead | Nick Rose (LAB lead) |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £103,869 |
| Recovery premium funding allocation this academic year | £11,564 |
| 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 | £115,433 |

Part A: Pupil premium strategy plan

Statement of intent

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 disadvantaged 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”. Since 2019, 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 funding is to improve the attainment of eligible pupils. 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 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:

Improve the achievement of pupil premium pupils in all year by...

Providing 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

Providing 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

Using 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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>At the beginning of 2021, assessments indicated that disadvantaged pupils across the school had an average SAS of 94.8 in Maths compared to 102.6 for other pupils. During the year the gap narrowed slightly as disadvantaged pupils made better than expected progress (VA1.5, compared to VA 1.3 for other pupils). The pupils in the Y6 cohort 21-22 require particular support as they made less rapid progress than their peers.</p> |
| 2 | <p>Assessments of the Y5 pupil cohort indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 5 the average standard age score for reading was 98.2, compared to 105.1 for the cohort in general. This gap increased throughout 2021-22 as, although they made expected progress, other pupils made more rapid progress. This is not a pattern present in other year groups so this suggests that this particular cohort of pupils need specific support.</p> |
| 3 | <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> |
| 4 | <p>Our observations and pupil voice indicate that disadvantaged learners with low perceived learning capability and low self-regard as learners can have lower aspirations. This can also be reflected in poor organisational skills.</p> |
| 5 | <p>Our attendance data since COVID indicates that attendance among disadvantaged pupils has been between 2-5% lower than for non-disadvantaged pupils.</p> <p>33% of disadvantaged pupils have been 'persistently absent' compared to 12% of their peers during the period since COVID. This difference is more marked at KS2. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |

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 attainment among disadvantaged pupils in Maths | By the end of our current plan in 2024/25, disadvantaged pupils achieve as average SAS of 98.0, compared to the current figure 94.8 at the beginning of 2022-23. |
| Improved reading comprehension amongst the Year 6 2022-23 cohort. | SAS for reading increases to above 100 SAS (compared to 98.2 on entry). Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing by 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. A continued increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| Improved self-efficacy amongst disadvantaged learners. | Pupil voice (through the PASS survey) demonstrates higher levels of perceived learning capability and self-regard as learners. Teachers should also have recognised this through the increased independence and resilience in lessons. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 2%. the percentage of pupils who are persistently absent among disadvantaged pupils being no more than 10% 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: £ 33,835

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase standardised assessments that offer important diagnostic information for teachers.</p> <p>We will use these tests to help pupils become assessment capable learners who understand their next steps.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil, to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</p> | <p>1, 2, 3</p> |
| <p>Provide high quality feedback that helps pupils progress more rapidly.</p> <p>This will involve ongoing training and support.</p> | <p>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.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> | <p>1,2,3,4</p> |
| <p>Enhance our Maths teaching and curriculum planning to maximise progress.</p> <p>We will provide specialist Maths CPD opportunities and allow teachers time to embed good practice.</p> <p>We will also support colleagues in accessing Maths specialism courses.</p> <p>We will provide opportunities to allow colleagues to collaborate with Maths teachers from other settings.</p> | <p>Evidence suggests that effective teaching of Maths assesses pupils' prior knowledge and understanding effectively, employs manipulatives and representations, teaches problem solving strategies. It requires pupils to develop connections in mathematical knowledge and independent learning skills.</p> <p>EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</p> | <p>1, 3</p> |

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| <p>Develop the reading comprehension strategies of all pupils as a basis for progress across the curriculum.</p> <p>We will purchase the Accelerated Reader programme which encourages reading for pleasure.</p> <p>We will fund Teaching Assistants to carry out pre-reading activities.</p> <p>We will enrol on the English Mastery trial for the EEF, purchasing materials and high quality CPD. We will begin this in Year 7 to start with.</p> | <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. These involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | 2 |
| <p>Provide high quality teaching and learning to accelerate progress across the curriculum</p> <p>We will fund high quality, bespoke CPD to all staff.</p> <p>We will fund our Teaching and Learning Team who will coach teachers and ensure there is consistency in best practice for disadvantaged pupils.</p> <p>We will provide well-structured support for Early Career Teachers (ECT).</p> | <p>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 be a top priority for pupil premium spending.</p> <p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 1,2,3,4 |
| <p>Develop self-efficacy in pupils.</p> <p>We will do this by develop self-regulation and metacognition skills in all pupils.</p> <p>This will involve ongoing training, support and release time.</p> | <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> | 3,4,5 |

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| <p>We will purchase the PASS survey to help us monitor progress.</p> <p>We will fund enrichment activities aimed at boosting disadvantaged pupils' self-regard as learners.</p> | <p>EEF Metacognition and self-regulated learning.pdf</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,980

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Equip disadvantaged pupils to access digital resources and remote learning (e.g. remote tutoring, online homework).</p> <p>We will provide appropriate resources for pupils to access from home.</p> <p>We will fund TA hours to provide 'wraparound' opportunities to use in-school resources.</p> | <p>Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.</p> <p>Rapid Evidence Assessment summary.pdf</p> | <p>1, 3,</p> |
| <p>Provide structured interventions appropriate to the needs of the pupils.</p> <p>We will engage with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>We will fund 1:1 and small group interventions led by teaching staff and HLTAs.</p> <p>We will fund TA hours to provide 'wraparound' interventions for vulnerable pupils.</p> | <p>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:</p> <p>One to one tuition EEF</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2,3, 4</p> |

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| <p>Provide subsidies to allow disadvantaged pupils to access an enriched curriculum.</p> <p>We will fund subsidies for instrumental lessons, curriculum enrichment and residential.</p> <p>We will allocate funds for disadvantaged pupils to choose books for the school library.</p> | <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> | <p>2, 3, 4</p> |
| <p>Support basic skills across the curriculum</p> <p>We will use teaching assistant time to support 'pre-reading' for foundation subjects.</p> <p>We will purchase TT Rockstars to encourage quick recall of number facts.</p> | <p>Reading comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>2</p> |

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

Budgeted cost: £ 29,208

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>We will appoint Attendance/support officers to improve attendance.</p> <p>We will subsidise breakfast club and arrange sports clubs before school and enrichment to overcome barriers to attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> | <p>5</p> |

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| <p>Support pupils' social, emotional and behavioural needs.</p> <p>We will fund wellbeing TAs. We will provide them with high-quality training (e.g. ELSA). They will be given timetable time to support pupils 1:1 or in classrooms.</p> <p>We will purchase SEL resources, give training to all staff and time for them to implement</p> <p>We will provide an invitation-only lunch club for vulnerable pupils.</p> <p>We will provide all pupils with access to mental health training and support (Mindsafe, Mental Health Champions).</p> | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning (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>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>1,2,3,4,5</p> |

Total budgeted cost: £119,023

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.

Our internal assessments at the beginning of the 2020-21 academic year suggested that the attainment of disadvantaged pupils was lower than in previous years in key areas of the curriculum. On return from remote schooling, attainment in English for disadvantaged pupils was 6.4 SAS points below that of their peers in English (average SAS 94.9). In maths, they were 5.1 SAS below their peers (average SAS 93.7).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial 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 that we intended.

By the end of the academic year 2020-21, the Pupil Premium Strategy at Codsall Middle School had shown significant impact. Disadvantaged pupils had made more rapid progress than their peers by the end of the year. In English, all pupils made an average of 4.5 SAS progress, disadvantaged pupils made 10.0 SAS points progress. In maths, all pupils made on average 5.0 SAS points progress, disadvantaged pupils made 6.2 SAS points progress.

Our evidence gathering showed that one of the key factors behind this progress was a very prompt start to a wide programme of remote tutoring (from February 2021) aimed at pupils who had fared worst during partial school closure. This worked alongside tailored interventions such as 'wraparound' support and in-school small group or 1:1 tutoring. As disadvantaged pupils were prioritised for these provisions, they helped these pupils to achieve accelerated progress.

During the academic year 2021-22, disadvantaged pupils continued to make progress in line with, or more rapidly than their peers. However, despite the better than expected progress, disadvantaged pupils were still attaining below their peers by 4.4 Average SAS in English, 6.2 Average SAS in Maths. Disadvantaged pupils in Maths were attaining at 96.4 SAS on average whereas attainment was 100.2 on average in English. We have therefore identified raising attainment in Maths as an intended outcome in the 2022-24 plan.

Although overall attendance in 2021-22 was lower than in the years before COVID, it was higher than the national average at 93.8%. Absence among disadvantaged pupils

was 2.6% higher than their peers. The proportion of disadvantaged pupils who were persistently absent increased over the COVID effected years (from 11.3% of disadvantaged pupils being identified as PA in 2019 to 33% in 2022. These increasing gaps are why attendance is a focus of our current plan.

Our assessments demonstrated 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. Parent and pupil feedback and individual case studies demonstrated that these measures had a strong positive effect on the wellbeing of pupils so we are building on that approach in our new plan.

Further information (optional)

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