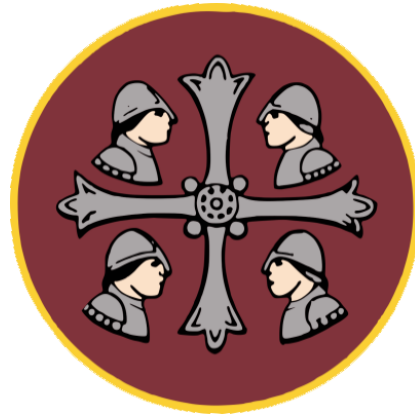


Corbridge Middle School



Pupil Premium strategy statement
2021 - 2024

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	Corbridge Middle School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	10.4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 -2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	A Brown
Pupil premium lead	D Ricketts
Governor / Trustee lead	R Bearpark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,055
Recovery premium funding allocation this academic year	£4050
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	£50,105

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are Successful Learners, Confident Individuals and Responsible Citizens.

At Corbridge Middle School, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. We enable them to access the full curriculum, make progress and achieve high attainment across all subject areas. To do this we concentrate on quality first teaching, focussed assessment and meaningful feedback to ensure that every pupil achieves their full potential. This 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.

We will respond to both the common challenges and the individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Pupil premium funding is not allocated based on academic ability. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils will receive just as much focus in our use of pupil premium as less academically able pupils.

We:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our approach for all pupils is that a high quality curriculum with many enrichment opportunities is equally accessible for all. Pupil premium pupils, if appropriate, are supported with access to devices, access to the internet, to resources and to paid enrichment activities.

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 discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	Assessments and observations indicate that fewer disadvantaged pupils reach greater depth in maths than their peers.

3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident among our disadvantaged pupils from year 5 to year 8.
4	Observations and discussions with pupils and parents during lockdown showed the ability to access digital technology and the support and skills to use it is an issue for disadvantaged pupils.
5	Our observations of many lower attaining disadvantaged pupils suggest a lack of metacognitive / self-regulation strategies when faced with challenging tasks, notably in their resilience.
6	Our assessments and observations indicate 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 supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
7	Our records and observations show that the parents of disadvantaged pupils are less engaged in school life.

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 attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils meet the expected standard. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. A whole school reading strategy is embedded and promotes the love of reading which ensures fluency, enabling access to the curriculum.
Narrow the gap between higher attaining DA pupils and their peers	KS2 outcomes show that DA achieve better than all pupils nationally. There is less of a gap between HA DA pupils and the whole cohort
Increase the number of disadvantaged pupils who are working at greater depth in maths	KS2 maths outcomes in 2024/25 show that more than 38.5% of disadvantaged pupils exceed the expected standard.

Corbridge Middle School Pupil Premium strategy statement

	<p>A greater proportion of disadvantaged pupils are in the top set in maths in each year group.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, use of subject specific vocabulary, book scrutiny and ongoing formative assessment.</p> <p>A KS3 oracy programme is developed to ensure that pupils can verbally express themselves in a variety of situations.</p>
<p>Improved digital literacy amongst disadvantaged pupils across all year groups.</p>	<p>All pupils have access to a device at home. All parents and pupils can use the device effectively to support their learning, both at home and in school..</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are resilient when faced with challenging work and are more able to monitor and regulate their own attitude to learning. This finding is supported by attendance data and the engagement in and completion of maths, English and Enrichment homework.</p>

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time for peer coaching.</p> <p>Educational psychologist training on executive function, working memory and processing speeds</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>5,1,3</p>
<p>Developing Oracy skills in all pupils.</p> <p>Fund ongoing teacher training and release time.</p>	<p>Embedding oracy and literacy skills in all subject areas. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>3,1,2</p>

Corbridge Middle School Pupil Premium strategy statement

<p>In KS3 'Ambition' curriculum a term is spent on Oracy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Oracy toolkit</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ extra teachers to provide targeted and personalised school led tuition/ intervention in English and maths</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 (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 6</p>
<p>Develop the Ambition curriculum to improve every pupil's listening, narrative and vocabulary skills.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>

Corbridge Middle School Pupil Premium strategy statement

	Improving Literacy in Secondary Schools	
Improve access to devices and training for pupils and parents on how to use them effectively and efficiently.	School remote learning review which includes identification of pupils needing devices or access to internet, feedback from parents about how learning from home could be improved and examples of the films and help sheets made for pupils and parents to help them access the learning. EEF teacher toolkit - digital technology	4,7

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>A weekly electronic Bulletin for parents aids communication at home regarding events in school.</p> <p>Learning/instruction videos on how to support your child (eg. reading, fluency, handwriting etc.)</p> <p>Regular informal coffee mornings with headteacher and/or SENCo</p> <p>A monthly parental support group for families of neurodiverse children</p>	<p>Parental Engagement EEF</p> <p>Feedback from Parents view survey.</p>	7

Corbridge Middle School Pupil Premium strategy statement

Homeschool link to follow up on daily attendance		
Senior leaders available before and after school at school car park		

Total budgeted cost: £ 51,000

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.

Aim	Outcome																								
<i>Strengthen the quality of teaching and learning</i>	<i>The quality of education is judged as outstanding by our SIP and our recent OFSTED inspection OFSTED October 2021</i>																								
<i>Targeted Support for disadvantaged pupils</i>	<p><i>School reading strategy embedded and targeted reading interventions saw fluency, reading and comprehension gaps closing with peers.</i></p> <p><i>Small group maths and english booster sessions were effective in supporting the filling of gaps identified before, during and after lockdown.</i></p>																								
<i>Improve the attendance of disadvantaged pupils</i>	<table border="1" data-bbox="722 1128 1370 1375"> <thead> <tr> <th></th> <th>All %</th> <th>PP %</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>98.12</td> <td>98.17</td> <td>+0.05</td> </tr> <tr> <td>Year 6</td> <td>97.3</td> <td>97.51</td> <td>+0.21</td> </tr> <tr> <td>Year 7</td> <td>96.31</td> <td>95.82</td> <td>-0.49</td> </tr> <tr> <td>Year 8</td> <td>96.37</td> <td>95.41</td> <td>-0.96</td> </tr> <tr> <td>Whole school</td> <td>97.03</td> <td>96.44</td> <td>-0.59</td> </tr> </tbody> </table> <p><i>Home school link and close Liaison with SENCO and Deputy head teacher has enabled us to track reasons and support families. This continues to be a focus in school.</i></p>		All %	PP %	Gap	Year 5	98.12	98.17	+0.05	Year 6	97.3	97.51	+0.21	Year 7	96.31	95.82	-0.49	Year 8	96.37	95.41	-0.96	Whole school	97.03	96.44	-0.59
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Year 8	96.37	95.41	-0.96																						
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<i>Other</i>	<p><i>We have used the THRIVE approach for identified pupils (LAC and PLAC) and this has worked well but we need to ensure the time for this is 'secured' in the timetable.</i></p> <p><i>Breakfast club continues to ensure children are not hungry and have an improved readiness to learn.</i></p> <p><i>Lunchtime homework club to aid homework completion and raise attainment (twice a week) has proved to be very popular.</i></p> <p><i>Our graduated approach has been followed and in school mentoring has increased and has been welcomed and appreciated by both parents and pupils. Good external agency links meant all 37 referrals submitted were accepted.</i></p>																								

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

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA