



Pupil Premium Strategy

MIDDLEWICH HIGH SCHOOL

Created October 2021

Amended: November 2021

Approved : **November 2021**

Next review date: September 2022

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	Middlewich High school
Number of pupils in school	705
Proportion (%) of pupil premium eligible pupils	25.1
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	16.12.21
Date on which it will be reviewed	September 2022
Statement authorised by	Heidi Thurland
Pupil premium lead	Katy Cottrell
Governor / Trustee lead	Julie Brandreth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176285
Recovery premium funding allocation this academic year	£25501
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

This document outlines Middlewich High Schools holistic approach to narrowing the existing achievement gap between disadvantaged students' and their more privileged peers. It outlines how we plan to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students'. At Middlewich High School we recognise the importance of ensuring all students', whatever their background or circumstance, are provided with a high quality education and achieve excellence. This will ensure that all our students' are equipped with the knowledge and skills they will need to succeed in and beyond education.

Vision

No one left behind – To make certain our disadvantaged students' attain equality in their outcomes, opportunities, experiences and futures as their more privileged peers.

Our vision will only be realised if we improve outcomes for all our students', particularly those from disadvantaged backgrounds. Our strategy has been devised through the diagnosis of our students' challenges and needs, it is evidence informed using up to date and relevant educational research published by a number of sources including the Education Endowment Fund (EEF) and its implementation and progress regularly monitored and evaluated to secure success. Recent guidance for Pupil Premium published by the EEF has been followed and as a result there is a tiered approach to allocation and spending of Pupil Premium funding. This ensures there is a balanced approach to improving teaching, targeted support and wider strategies.

To improve the attainment of our disadvantaged students' our strategy is centred on the three key principles below:

- Strengthen students' access and achievement through quality first teaching and the effective implementation of an excellent knowledge rich curriculum.
- Increase attendance by removing existing barriers and, through early identification and parental engagement, provide high quality intervention that supports students' and families.
- Raise aspirations of and for students' both academically and behaviourally ensuring students' excel at school, surpass expectations and are prepared for their ambitious futures.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged students' have gaps in subject knowledge which, as a result of on the pandemic, have widened.
2	Consistency of high quality learning experiences through quality first teaching and strategies to strengthen long term memory.
3	The progress of disadvantaged students', historically and nationally, is below that of their more privileged peers
4	Disadvantaged students' have lower baseline starting points especially in literacy.
5	In the 2020/2021 academic year our disadvantaged students' attended school less frequently than our non-disadvantaged students'.
6	In 2020/21 academic year disadvantaged students' attitudes to learning were below that of their more privileged peers
7	Some disadvantaged students' lack the motivation and education aspiration to engage in independent study outside of the class room environment e.g. revision and home learning. Some students' lack a quiet work space in the home environment.
8	Disadvantaged students' are more likely to be further behind following school closures and compulsory isolations because of a lack of resources such as internet, devices and parental support.
9	Disadvantaged families are less likely to be able to afford classroom resources and uniform, limiting disadvantaged students'' capability to engage effectively with the curriculum and school life
10	Disadvantaged families are less likely to be able to support costs associated with extra-curricular and/or off site activities-limiting disadvantaged students'' access to the wider curriculum offer and cultural capital.

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 students' meet or exceed KS4 targets (Targets set using national benchmarking FFT20) SDP 1.3, 1.7, 3.0, 3.1	<ul style="list-style-type: none"> • Disadvantaged students' A8 is in line with that of their peers and meets or exceeds the national average A8 • The progress of our disadvantaged students' to be in line with whole school progress and above national average for disadvantaged students'. (National -0.45 2018/2019) • Incremental improvements in both measures seen within assessment data
Attendance of disadvantaged students' meets or exceeds that of their peers and the national average SDP 3.1	<ul style="list-style-type: none"> • Incremental improvements seen within identified target groups half termly • Persistent absence reduced • % Attendance in line with non PP
Reading ages of disadvantaged students' to meet or exceed chronological age SDP 3.0, 3.1	<ul style="list-style-type: none"> • 90% of disadvantaged students' read in line with their chronological age by the end of KS3 • STAR reading test data to show incremental increases across KS3
Disadvantaged students' engage positively with their teachers and their peers. SDP 3.1	<ul style="list-style-type: none"> • Little or no gap when analysing the disadvantaged and non-disadvantaged rewards, referral, detention and exclusion data. • A2L data confirm students' behaviour is scholarly i.e.
Destination data indicates students' are well prepared for their Post-16 destinations and ultimately for life after education SDP 1.4, 3.0, 3.1	<ul style="list-style-type: none"> • 0% NEET for disadvantaged students'. All disadvantaged students' go on to further education or apprenticeship post Year 11 • Gatsby benchmark achieved

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: £ 93525

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to ensure quality first teaching in all lessons. CPD within the following areas modelling, reducing cognitive overload, checking for understanding, spaced learning and retrieval, questioning and productive feedback.	EEF- Pupil premium guidance EEF Teaching and learning tool kit – Metacognition and self regulation EEF Teaching and learning tool kit – Feedback EEF Teaching and learning tool kit – Mastery Learning DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice Sutton Trust and the EEF – The Pupil Premium Next steps David Didau –Making Kids Cleverer	1,2,3,6
Retention of and CPD for three Achievement leads – 1x KS2/Yr7 1x Yr8/9 1x 10/11 with specific focus on disadvantaged students' progress, attainment and attendance	EEF – Improving behaviour in schools EEF – Working with parents to support children's learning EEF – Teaching and learning tool kit - behavioural interventions EEF Teaching and learning tool kit – Parental engagement Social Mobility Commission and the Education Observatory at the University of Wolverhampton- Against the odds report	5,6,7
Retention of and CPD for four Pastoral leads - 1x KS2/Yr7 2x Yr8/9 1x 10/11 leads with specific focus on disadvantaged students' welfare, behaviour and futures	EEF – Improving behaviour in schools EEF – Working with parents to support children's learning EEF – Teaching and learning tool kit - behavioural interventions EEF – Teaching and learning tool kit – Social and emotional learning	5,6,7

	EEF Teaching and learning tool kit – Parental engagement	
CPD to raise awareness of the disadvantaged students' and the cohort demographics and strategies to address internal and external challenges to learning	DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice Social Mobility Commission and the Education Observatory at the University of Wolverhampton - Against the odds report Becky Allen -Disadvantaged do not have homogeneous needs	1-10

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

Budgeted cost: £ 57846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core subject intervention via small group tuition, including using the National Tutoring Programme and School led tutoring	EEF – Teaching and learning tool kit – One to one tuition EEF – Teaching and learning tool kit – Reducing class sizes DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice	1,4
Assertive mentoring to raise aspirations and expectations and to improve attitudes to learning	EEF – Teaching and learning tool kit – Mentoring and Aspiration intervention	5
Reading interventions for students' with lowest reading ages	EEF – Teaching and learning tool kit – Phonics and Reading comprehension strategies	1,4
Promote the engagement and enjoyment of reading, including dedicated reading time, Library	EEF – Teaching and learning tool kit – Oral language interventions and Reading comprehension strategies	1,4

Opportunities, book club and reward incentives		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for disadvantaged students' to address incomplete home learning and provide resources and strategies to strengthen revision, learning over time and long term memory	EEF – Teaching and learning tool kit – Metacognition and Self regulation and Homework	1,2,3,7
Raise expectations and strengthen school culture, specifically ensuring disadvantaged students' demonstrate a scholarly attitude and engagement within lessons and towards learning.	DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice	1,2
Increase capacity within the attendance, pastoral and SEND teams to support disadvantaged attendance	DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice EEF – Working with parents to support children's learning	3,5
Resources to strengthen disadvantaged students' access to the taught curriculum, curriculum enrichment, cultural capital and their wellbeing.	We know financial challenges exist for individual families in regards to uniform, PE kit, essential curriculum equipment and enrichment.	5,8,9,10

<p>Raise aspiration and prepare disadvantaged students' for higher education and careers via a dedicated pathways and futures programme.</p>	<p>EEF – Teaching and learning tool kit – Aspiration intervention</p>	<p>3</p>
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Total budgeted cost: £ 201786

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.

Improved levels of literacy and vocabulary awareness

Year 7:

- 100% of disadvantaged students' receiving reading intervention and retested have improved..
- 100% of disadvantaged students' receiving reading intervention and retested have improved by at least one year in terms of a reading age.
- 50% of disadvantaged students' receiving reading intervention and retested have improved by two or more years in terms of reading age.

Year 8:

- 100% of disadvantaged students' receiving reading intervention and retested have improved.
- 67% of disadvantaged students' receiving reading intervention and retested have improved by at least one year in terms of a reading age.
- 44% of disadvantaged students' receiving reading intervention and retested have improved by two or more years in terms of reading age.

Year 9:

- 100% of disadvantaged students' receiving reading intervention and retested have improved.
- 80% of disadvantaged students' receiving reading intervention and retested have improved by at least one year in terms of a reading age.
- 60% of disadvantaged students' receiving reading intervention and retested have improved by two or more years in terms of reading age.

Strategically, it was decided to put the biggest investment of time into these students' due to their wider needs academically and socially.

Based on research on reading from Sussex University, which demonstrates that listening to whole texts read fluently, students' reading ages improve as they become familiar with style, genre, structure, theme and character development. Our tutors read a novel to students' 3 x a week for 20 mins. A phased induction at KS4 and book choice has an impact on the number of novels read. Coupled with this, students' read books alongside the English Curriculum in KS3 which support their understanding, knowledge and experience of what is being taught.

Year Group	Number of novels read in Tutor time to date	Number of novels read in English time to date	Total
Year 7	4	2	6
Year 8	2 (some on 3rd, 4th)	1	3
Year 9	2	2	4
Year 10	1.75		

Year 11	1 (some 1.5)		
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Book Club

To complement the 'top down' reading approach above where adults are in charge of choosing what students' read, we wanted to cultivate students' ownership of their own reading too. Using research from Teresa Cremin about 'Teachers as Readers,' the literacy lead instigated a reading community of staff at MHS who have been given specific Youth Fiction to read to report back on at a Book Club meeting once a half-term. The research suggests that when teachers/teaching assistants read youth fiction and talk about it to students', a community of readers is created and spreads quickly.

Bedrock vocabulary

Students' have a Bedrock lesson fortnightly to consolidate the vocabulary they are learning for homework twice a week. An increase in the disadvantaged student engagement with Bedrock has resulted from careful tracking and parental support, driven by middle leaders. The school received a certificate for being in the top 100 schools in the country for its completion and progress in lessons.

Quality of teaching - appropriate lesson planning and targeted intervention & support provided to ensure disadvantaged students' progress.

Regular, calendared CPD sessions throughout the year focused on 4 areas (reducing cognitive overload, retrieval practice, questioning and checking for understanding), with a priority given to improving outcomes for disadvantaged students' by strengthening their access to the curriculum. Staff were required to reflect on the impact of these sessions and document the work they did as a result in Blue Sky journal. Examples of best practice and success were regularly shared via regular emails, briefings and t&l bulletin and 'teach meet'. In response to the Spring lockdown targeted training was delivered to staff to strengthen the online learning experience for students'. Evidence to show that staff have incorporated retrieval practice, knowledge organisers and other strategies into their lesson planning.

Behavioural issues of some disadvantaged students' addressed and early pastoral support provided.

The school restructured Middle Leadership to include 3 x Achievement Leaders (ACL), focused on progress and removing challenges to learning. ACLs engage in the students' data profile to recognise early the challenges to learning. Priority has been given this year to increasing students' attendance. (see attendance strand). The school also invested in 4 Pastoral Leaders (PLs) to support the behaviours, aspirations and expectations of students'. PLs are non teachers and focus on attitudes to learning, emotional well being and attendance. PLs work closely with families in partnership and have made home visits when required to build relationships and promote parental engagement. PLs are being trained in ELSA to focus on management of emotions. Year 10 & 11 PL supports aspirations of students' and their progress to next destinations (2020 2021 PP 3% NEET)

The school has introduced school Tutor Support Plans(TSP), Pastoral Support Plans (PSP) and Department Support plans (DSP) for students' to identify their challenges and provide clear targets.

- 13 disadvantaged students' supported on a PSP 2021
- School A2L 202021 87% with PP lower at 82% silver + status
- School A2L 202021 93% with PP 92% Bronze + status
- Exclusion rate for PP reduced from 60% 2019 to 42% 2020 (currently 33% 2021)

Still remains school priority to reduce PP & SEND exclusion

Increased attendance rates for disadvantaged students' in all year groups.

Appointment of an additional Attendance Officer with specific focus on disadvantaged attendance, and pastoral managers to support disadvantaged attendance, training for TAs to support attendance using IAPs (individual attendance plans), implementation of strategies to remove challenges via IAPs & reward programme.

	DISADVANTAGED attendance	%	Non DISADVANTAGED attendance	%	DISADVANTAGED IAPs
ALL	86.26		92.05		31
7	88.47		95.1		3
8	88.79		92.69		11
9	87.63		90.34		4
10	83.15		97.81		9
11	83.74		89.81		4

- Y7 – 11 disadvantaged students' received attendance support, 5 of these are also SEND. 64% of these students' have shown an improvement in attendance.
- Y8 – 13 disadvantaged students' received attendance support 6 of these are also SEND. 77% of these students' have shown an improvement in attendance.
- Y9 – 26 disadvantaged students' received attendance support 6 of these are SEND. 65% of these students' have shown an improvement in attendance
- Y10 – 18 disadvantaged students' received attendance support 4 of these are SEND. 72% have shown an improvement in attendance.

Although attendance is low as a school compared to our ambitious target (96%)– both disadvantaged and non-disadvantaged measures are in line with or above the national benchmark of 84.9%.

Curriculum model & planning supports cultural capital and ensures inclusivity.

The curriculum model has been redesigned to ensure that all students' receive a broad and balanced curriculum, including disadvantaged students'.

In KS3 all students' follow the national curriculum with the inclusion of drama and the re-introduction of food technology after the lifting of Covid restrictions in September 2021. Additional hours were allocated to KS3 languages to support our EBacc ambition in KS4. The KS4 curriculum has been redesigned to support our ambition of EBacc for all. As such all of 2021/2022 Year 10 are now studying a humanity subject (geography or history) and 95% are

following the EBacc suite of qualifications, this is an increase from the current Y11 with 26%. 89% of our disadvantaged students' are now following the EBacc pathway, which is an increase of 66%.

CPD has been provided to staff to support the development of cultural capital and schema, based on the work of Mary Myatt and Christine Counsell.

Raised levels of aspiration resulting in better motivated students' and more appropriate choices made for options in Y9 and post-16Careers:

Pathways choices - the year 9 Pathways process was redesigned to provide thorough and personalised guidance, despite much of the process occurring during lockdown. Students' were invited to one-to-one meetings with senior staff to provide bespoke guidance, including all disadvantaged students'. Detailed information was also shared via our website and social media to support informed choices. All students' received their first choice of subjects. The most popular subject choices for disadvantaged students' were geography (62%), French (53%), PE (47%) and design tech (38%). There have been some amendments to choices during the Autumn term and this highlights the need to continue to provide bespoke guidance and support.

General Curriculum:

In addition, all disadvantaged students' were provided with a laptop to support home learning during the Covid pandemic, if they did not have IT access at home. This scheme has now been extended to all students' in need. Significant investment was made in online learning platforms such as Google classroom and GCSEPod, which all students' have access to.

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?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.