



## Pupil Premium Strategy Statement – Middlewich High

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	711
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021-2022 2022-2023 <b>2023-2024</b>
Date this statement was published	16.12.2021
Date on which it will be reviewed	10.09.2024
Statement authorised by	<a href="#">Lydia Naylor</a>
Pupil premium lead	<a href="#">Sarah Colclough</a>
Governor / Trustee lead	Julie Brandreth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,320
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£48,569
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£205,889

## Part A: Pupil premium strategy plan

### Statement of intent

*This document outlines Middlewich High School's 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 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 2022/2023 academic year our disadvantaged students attended school less frequently than our non-disadvantaged students.
6	In 2022/2023 academic year disadvantaged students' attitudes to learning were below that of their more privileged peers.
7	Some disadvantaged students lack the motivation and education aspirations to engage in independent study outside of the classroom 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 the 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
<p>Disadvantaged students meet or exceed KS4 targets</p> <p>(Targets set using national benchmarking FFT20)</p> <p>SDP 1.3, 1.7, 3.0, 3.1</p>	<ul style="list-style-type: none"> <li>Disadvantaged students' A8 is in line with that of their peers and meets or exceeds the national average A8</li> <li>The progress of our disadvantaged students to be in line with whole school progress and above national average for disadvantaged students'. Incremental improvements in both measures seen within assessment data.</li> </ul>
<p>Attendance of disadvantaged students meets or exceeds that of their peers and the national average.</p> <p>SDP 3.1</p>	<ul style="list-style-type: none"> <li>Incremental improvements seen within identified target groups half termly.</li> <li>Attendance in line with non PP</li> </ul>
<p>Reading ages of disadvantaged students to meet or exceed chronological age</p> <p>SDP 3.0, 3.1</p>	<ul style="list-style-type: none"> <li>90% of disadvantaged students read in line with their chronological age by the end of KS3.</li> <li>STAR reading test data to show incremental increases across KS3.</li> </ul>
<p>Disadvantaged students engage positively with their teachers and their peers.</p> <p>SDP 3.1</p>	<ul style="list-style-type: none"> <li>Little or no gap when analysing the disadvantaged and non-disadvantaged rewards, referral, detention and exclusion data.</li> <li>A2L data confirm students' behaviour demonstrates the ability to achieve excellence.</li> </ul>
<p>Destination data indicates students are well prepared for their Post-16 destinations and ultimately for life after education.</p> <p>SDP 1.4, 3.0, 3.1</p>	<ul style="list-style-type: none"> <li>0% NEET for disadvantaged students. All disadvantaged students go on to further education or apprenticeship post Year 11.</li> <li>Gatsby benchmark number 6 achieved.</li> </ul>

## 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: £ 106,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Key Appointments</b>		
<p>Appointment of AHT (AA) and AAHT (T+L). Focus on outcomes: PP.</p> <p>Appointment of Digital Learning Lead to support PP access of GC.</p> <p>Appointment of Aspire Lead (More able PP students)</p> <p>Appointment of second Cover Supervisor to support home-learning.</p> <p>Appointment of key roles in order to strengthen RS; English, Science, MFL, Geography</p>	<p>Role Spec, SIP - focus on improving outcomes for PP students via high quality T+L, quality academic intervention.</p> <p>Strengthen RS team: PP.</p> <p>Consistent use of GC, improvements in home-learning completion for PP students. Improved access for PP students.</p> <p>Aspire programme, focus: able PP students. Plan for intervention for able.</p> <p>Cover Supervisors to deliver Power Hour (Home-learning Club) with focus on PP student attendance.</p> <p>Staffing Structure - embed Raising Standards team. See new Job Specifications of new Seconds.</p> <p>MHS Leadership programme to induct high quality staff - impact on PP students.</p>	<p>1, 2, 3, 4.</p> <p>7. 8</p> <p>3, 7, 8.</p> <p>7. 8</p> <p>2, 3, 1</p>
<b>Embed Quality Assurance</b>		
<p>Introduction of Quality Assurance policy - Learning walks, work scrutiny. Focus: PP.</p> <p>Introduction of the SSP (Supporting Student Progress) group with focus on PP outcomes.</p>	<p>SEF, Departmental SPSE, SIP, DIPs - show improvement in PP engagement in lessons. Work scrutiny completed each half term - focus on PP.</p> <p>Core/Ebac Leaders - focus on PP students. Academic intervention in place. See attendance / Impact report.</p>	<p>2, 3, 4</p> <p>3</p>
<b>Teaching and Learning Strategy</b>		
<p>T+L Strategy (see SIP) with focus on Do now, I do, you do we do. (Active</p>	<p>Embed consistent approach to lessons. Focus on retrieval and application to support PP learning. LWs/lesson obs focus on the quality of PP learning.</p>	<p>1, 2, 3, 4</p>

<p>retrieval for PP students, Q+A for PP students).</p> <p>Implementation of MHS CPD calendar; Subject Specialist CPD - focus on PP students.</p> <p>Embed the TLC with focus on PP students.</p>	<p>RSLs to lead departmental CPD - support PP outcomes in subject areas.</p> <p>Use of on-line CPD - exam boards.</p> <p>Plan for membership of PIXL. Impact on CPD.</p> <p>See minutes from TCL, System leadership with focus on T+L leads, Coaching model in place.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 68,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Key Appointments</b>		
Appointment of AHT (AAI)	Strategic role leading intervention - PP focus/impact. See SIP/SLT roles/respo.	3, 2.
Appointment of AHT (AP)	Strategic role leading Alternative Provision. Focus: AP	8, 7.
<b>Coherent Academic Intervention Programme</b>		
Introduction of the SSP group: focus on PP outcomes.	Core/Ebac Leaders - focus on PP students. Academic intervention in place. See attendance / Impact report.	3.
Plan and deliver a coherent Intervention programme, including use of NTP, Year 11 Easter School Delivery.	Easter School attendance. Impact on results.	7, 3, 1.
Implement the Access Arrangements group led by DHT. Focus: PP access arrangements.	See minutes from AA group. Meeting calendar shows regular meetings, inc SENDCo, AA lead, Exams Officer, ACL. Calendar or AA meetings for parents.	3, 8, 7.

Plan for On-line tutoring.	SIP/role of AHT (AP)	2, 3, 7.
Lexia Power up led by AHT. Focus: PP, reading ages, tutoring	SIP, reading ages. Improving Literacy in Secondary schools (2021)	4

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

Budgeted cost: £ 53,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Raise expectation and school culture through reaffirming school values and expectations to ensure positive attitudes to learning.</i>	Improving Behaviour in Schools Six recommendations for improving behaviour in schools (EEF 2021) DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice EEF – Teaching and learning toolkit –Aspiration intervention	7, 9
<i>Develop rewards culture across the school to recognise students' progress and success.</i>	Improving Behaviour in Schools Six recommendations for improving behaviour in schools (EEF 2021)	7, 9
<i>Work collaboratively with SJBF as part of the FLE to enhance systems and processes to improve attendance, punctuality and persistent &amp; chronic absenteeism</i>	EEF -Teaching and Learning Toolkit EEF - Working With Parents to Support Children's Learning	5
<i>Utilise funding to provide mental health support through use of SWANS (online counselling service) and ELSA in order to improve student wellbeing and attendance through reduction in anxiety</i>	EEF – Teaching and learning toolkit – Social and emotional learning	8
<i>Strengthen STEM and</i>	EEF – Teaching and learning toolkit	8, 9



<p><i>Careers curriculum in order to provide greater opportunities for disadvantaged students to engage with employers and focus on post16 destinations</i></p>	<p>–Aspiration intervention</p>	
<p><i>Tailored support for hardship e.g equipment / uniform / ICT support / subsidised enrichment in order to access learning and engage in school / school opportunities, including additional sessions such as Power up. Supporting young people with their home learning.</i></p>	<p>DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice EEF – Teaching and learning tool kit – Social and emotional learning</p>	<p>2,7,9, 10</p>

**Total budgeted cost: £ 228,139**

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

<b>2022/23 Impact Evaluation Year 11 Results (SISRA)</b>	
Pupil Premium students' targets were FFT targets (the same progress as similar students in the top 20th percentile of similar schools)	
Number of Students	41 (2023) vs 34 (2022)
Number of Students included in Progress 8 calculation	37 (2023) v 30 (2022)
Attainment 8	39.23 (2023) v 35.66 (2022)
Progress 8	-0.88 (2023) v -0.67 (2022)
Progress 8 English	-0.90 (2023) v -0.58 (2022)
Progress 8 Maths	-0.17 (2023) v -0.31 (2022)
Progress 8 English Baccalaureate	-0.76 (2023) v -0.71 (2022)
Progress 8 Open Slots	-1.46 (2023) v -0.91 (2022)
% achieving a strong pass in English and Maths (Grade 5 or above)	14.6 (2023) v 23.5 (2022)
% achieving a standard pass in English and Maths (Grade 4 or above)	29.3 (2023) v 52.9 (2022)

## 2022/23 Impact Evaluation

### Year 10 (Current Year 11s)

#### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
National Tutoring Programme	Tute Education
	First Class Learning

#### Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i></p> <p><b>How our service pupil premium allocation was spent last academic year</b></p>
<p>Supporting trips costs.</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>Students were encouraged to attend additional extra-curricular clubs and opportunities, alongside trips to develop cultural capital.</p>

## Further information (optional)

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