

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bilbrook CE Middle School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tom Wright
Pupil premium lead	Sarah Crowther Assistant Headteacher
Governor / Trustee lead	Mrs Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,690
Recovery premium funding allocation this academic year	£ 11,601
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	£74,291

Part A: Pupil premium strategy plan

Statement of intent

Our Vision : To be a beacon of excellence, within the community and beyond, which provides quality education for the whole person. Within a safe Christian environment, we support and encourage all individuals to grow, flourish, and, above all, 'Let your light shine.

Working closely with parents, partner schools and the community, Bilbrook CE Middle School aims to provide every student; irrelevant of their background and challenges that they may face with the highest quality of education. We are an inclusive school that seek to develop students who: are healthy, feel safe and secure, enjoy and achieve in school, make a positive contribution in the school and their community, achieve economic well-being in the future and have the skills and attitudes needed to be good citizens.

We aim to achieve this by: high quality teaching, caring and nurturing for each individual, providing equality of opportunity, ensuring a calm and disciplined environment and harnessing new technologies.

Children at Bilbrook CE Middle School (disadvantaged and not) will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Bilbrook CE Middle School. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

The school endeavours to ensure all students develop to their maximum potential, regardless of race, gender or ability.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged learners at the end of KS2 in Reading, Writing and Maths (R, W, M) is below that of their peers. Attainment at KS2 in (R, W, M) was based in 2021 on TA data – with no official national data FFT comparison was used.</p> <p>Autumn 2022 review</p> <p>More disadvantaged learners attaining Greater Depth Standard in Maths and Writing at KS2.</p>
2	<p>The attainment of disadvantaged learners across the curriculum does vary in year groups and curriculum areas.</p> <p>Autumn Review 2022</p> <p>There is a significant gap between disadvantaged learners and non disadvantaged learners in reading at Key stage 3, particularly at the greater depth standard.</p> <p>Using TA data from Summer 2022 there is still a significant difference between the attainment in reading of the disadvantaged students compared to non disadvantaged.</p>
3	<p>Our attendance for FSM6 is above National figures both KS2 and KS3 and a very small gap between KS2 FSM6 and not FSM6. There is a greater gap between FSM6 attendance at KS3 compared to not FSM6.</p> <p>Our current attendance data for Years 7 and 7 from FFT (2021-2022) indicates that attendance among FSM6 was 89.7% (National 84.9%) Not FSM6 93.4% (National 91.3%)</p>
4	<p>The attendance to extra curriculum activities ran after school (summer 2021) was lower than expected across the school with only 34 % of disadvantaged students attending an extra curriculum activity. Non disadvantaged students attendance was also low with only 35% of non-disadvantaged students attending an extra curriculum activity</p> <p>Autumn review 2022</p> <p>The attendance to extra curriculum activities had excellent uptake across the whole school. Funding was used to pay for sports coaches to run afterschool clubs these were a great success. The uptake of children attending/ completing at least 1 additional activity was 90% for disadvantaged students. Compared to 92% non disadvantaged.</p>

5	<p>Assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of self confidence and feel they are not often praised. They often do not feel like they are provided with feedback and praise during lessons.</p> <p>They do however feel like they contribute to lessons by answering questions and discussions.</p>
6	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.</p> <p>If students are emotionally ill prepared for learning, learning can not be as effective.</p>
7	<p>The Income Deprivation Affecting Children Index (IDACI) shows that the school's catchment is amongst 20% most deprived areas in the country; this is also the case for the Index of Multiple Deprivation (IMD).</p> <p>Due to this information there may well be an under identification of disadvantaged learners within the school community.</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
1. Diminished difference in attainment at GDS at the end of KS2 in Reading, Writing and Maths between PP children and that of others.	KS2 RWM outcomes in 2024/25 show that there is a reduced disparity between disadvantaged pupils and their peers who are not disadvantaged.
2. Diminished difference in attainment across the curriculum between PP children and that of others	Attainment using TA data in 2024/25 show that there is a disparity of less than 10% between disadvantaged pupils and their peers who are not disadvantaged.
3. Improve confidence, resilience and self-esteem of PP children.	Assessments and observations indicate improved confidence, resilience and self-esteem. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment, pupil and parent voice.
4. Improved uptake of extra-curricular activities by PP children.	More than 50% of disadvantaged learners attend extra-curricular activity regularly and in line with non-disadvantaged learners.
5. Increased attendance rates for pupils eligible for PP.	Sustained high attendance from 2024/25 demonstrated by:

	<p>the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>
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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: £ 36 848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff are to be provided with a high-quality programme of continued professional development following Rosenshine's Principles of Instructions.</p>	<p>Rosenshine principles come from 3 sources: research in cognitive science, research on master teachers and research on cognitive supports.</p> <p>WalkThrus materials have been designed to provide a central set of connected resources to build upon our professional development programme. At the heart of WalkThrus is a selection of evidence-informed teaching strategies curated in six series: Behaviour and Relationships, Curriculum Planning, Explaining and Modelling, Questioning and Feedback, Practice and Retrieval: Building secure long-term memory and fluency, Mode B Teaching: Delivering a range of learning experiences to deepen and extend learning.</p> <p>https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	<p>1, 2 & 5</p>
<p>The Thinking Differently for Disadvantaged Learners programme to be delivered to all staff.</p>	<p>The Ambition of the programme: "For as many staff in as many schools as possible to access quality training in order to</p>	<p>1, 2 ,5, 6& 7</p>

<p>Assistant Headteacher as a RADY champion in school</p>	<p>ultimately help all disadvantaged learners to attain as highly as their non-disadvantaged peers.”</p> <p>https://challengingeducation.co.uk/professional-learning-programme/</p>	
<p>Implementation of the revised Feedback Policy whereby Whole Class Feedback has been adopted. Key misconceptions form the start of the next learning cycle. Teachers will use Insight as a data management system to centralise summative and formative assessments, which will inform their teaching programme.</p>	<p>Feedback provided to pupils is timely and underpinned by cognitive science.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2 & 5</p>
<p>Teachers provide reading opportunities across the curriculum and subject specific vocabulary (Tier 3 words) is explicitly taught with opportunities provided for pupils to articulate new learning.</p> <p>High quality texts to be bought in key curriculum areas to supplement curriculum.</p>	<p>Having a wide range of vocabulary underpins learning and understanding this has been evident in a range of research including the work by Alex Quigley in ‘Closing the Vocabulary Gap’ and his book ‘Closing the Reading Gap’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1 & 2</p>
<p>Purchase of Accelerated reader program across school.</p>	<p>Monitoring the reading ability and ZPD of students to ensure reading material is providing sufficient challenge for all readers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1 & 2</p>

Provide subject leadership opportunities within the school to develop curriculum and improve attainment	Appoint and provide training for new subject leaders. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	
Staff training and development of metacognition to improve Teaching and learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	

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

Budgeted cost: £ 18 095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching and same day catch-up strategies are used to support the progress of pupils with SEND and disadvantaged learners.	Using Support staff and our academic mentor to deliver precision teaching/ catch up or pre teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2 & 5
Better reading programme (BRPS) is targeted at the lowest 20% of readers to improve fluency and comprehension. Purchase a phonics scheme for lower readers (494.45)	To access the curriculum and understand texts research has found that students need to be read 95% of the text to have an understanding of the text. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-	1 & 2

	evidence/guidance-reports/literacy-ks3-ks4	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19 348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use staff training and reading materials to support the embedding of restorative practice and restorative conversations with children and parents. (1,500)	Evidence has shown using a restorative approach where all parties has a voice has been proven to have many benefits, including increased attendance, reduced exclusions and improved achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4, 5 & 6
An additional member of staff to be trained to be a mental health first aider. (£1200)	Mental health and well being needs to prioritised in schools and evidence suggests that if children's mental health and well being is not good then they are unable to learn as effectively. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	4, 5 & 6
A member of the support team to continue to access supervision for Emotional Literacy Support Assistant training.(£800)	Mental health and well being needs to prioritised in schools and evidence suggests that if children's mental health and well being is not good then they are unable to learn as effectively. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4, 5 & 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Allocated timetable slots provided for ELSA support for children with identified need. (£3000)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
<p>Curriculum mapped out across years 5-8 to ensure a range of life experiences are available to all students.</p> <p>All staff members to organise and lead on an educational visit / an additional opportunity for a group of students within the school eg. Trip to Theatre</p> <p>Provide financial support to enable more PP children to participate in extra- curricular activities (£600 & £4160)</p>	<p>Evidence suggest by providing a variety of life experiences and opportunities out of the classroom it develops attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term</p>	4
<p>Attendance and Pastoral team, with VIP education to monitor attendance and follow rigorous school procedures already in place.</p> <p>Also monitor ‘close to’ becoming persistent absentees. (£2000)</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attent</p>	1, 2, 3, 5, 6

<p>Use of BASE 25 counselling service to provide weekly 1:1 counselling for students with need (4588.50)</p>	<p>Mental health and well being needs to prioritised in schools and evidence suggests that if children's mental health and well being is not good then they are unable to learn as effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5 & 6</p>
<p>Pastoral Manager (who is mental health first aider) liaises and works closely with children to get appropriate support. (£1,000)</p>	<p>Mental health and well being needs to prioritised in schools and evidence suggests that if children's mental health and well being is not good then they are unable to learn as effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5 & 6</p>
<p>Financial support provided for uniforms and sports wear (£500)</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms (EEF, 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=unif</p>	<p>3 & 6</p>

Total budgeted cost: £ 72, 724

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.

We have had an increase in children being identified as vulnerable learners including the number of children being referred to the young careers service.

Outcome 1 – review Autumn 2022

There is a diminished difference in the attainment of disadvantaged learners at the end of KS2 in Reading, Writing and Maths has improved and is more in line with their peers.

Reading EXS (School 76% National 74%)

PP – 70% (average scaled score 105) Not PP – 78% (average scaled score 105)

Reading GDS (School 27% National 28%)

PP – 30% (average scaled score 115) Not PP – 26% (average scaled score 112)

Writing EXS (School 64% National 69%)

PP – 80% Not PP – 56%

Writing GDS (School 21% National 13%)

PP – 10% (average scaled score 115) Not PP – 26% (average scaled score 112)

Maths EXS (School 64% National 71%)

PP – 80% (average scaled score 103) Not PP – 56% (average scaled score 102)

Maths GDS (School 15% National 22%)

PP – 10% (average scaled score 115) Not PP – 17% (average scaled score 112)

Combined R,W,M EXS (School 48% National 59%)

PP – 60% Not PP – 43%

Combined R,W,M GDS (School 3% National 7%)

PP – 0% Not PP – 4%

More work is needed to diminish the difference in number of learners achieving the greater depth Standard particularly in Maths and Writing.

Outcome 2 – review Autumn 2022

Our teacher assessments in the Summer of 2022 and the KS 2 SATs results show that in most areas there is a narrowing of a difference between the attainment of disadvantaged learners and not disadvantaged learners. This is particularly evident at Key stage 2 and in a number of the foundation subjects.

More work is needed in securing more disadvantaged children achieve GDS.

Outcome 3- review Autumn 2022

Pupil voice, lesson observations and book looks show there is generally little to no disparity between disadvantaged and not disadvantaged students. Obviously confidence and resilience is difficult to measure but we are continuing to monitor attitudes to learning, behaviour and behaviour for learning.

Outcome 4- review Autumn 2022

Our current attendance data for Years 5 and 6 from FFT (2021-2022) indicates that attendance among FSM6 was 92.2% (National 90.5%) Not FSM6 93.5% (National 93.7%)

Our current attendance data for Years 7 and 7 from FFT (2021-2022) indicates that attendance among FSM6 was 89.7% (National 84.9%) Not FSM6 93.4% (National 91.3%)

Our attendance for FSM6 is above National figures both KS2 and KS3 and a very small gap between KS2 FSM6 and not FSM6. There is a greater gap between FSM6 attendance at KS3 compared to not FSM6.

Outcome 5- review Autumn 2022

The attendance to extra curriculum activities had excellent uptake across the whole school. Funding was used to pay for sports coaches to run afterschool clubs these were a great success. The uptake of children attending/ completing at least 1 additional activity was 90% for disadvantaged students. Compared to 92% non disadvantaged.

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
Healthy start for all children	Magic Breakfast
TT Rockstars	
Reading Eggs	
Diagnostic Questioning	
Thinking Differently for Disadvantaged Learners	Challenging Education
Accelerated Reader	Renaissance

