

## 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	Cranborne Middle School
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	14 <sup>th</sup> December 2022
Date on which it will be reviewed	30 <sup>th</sup> September 2023
Statement authorised by	Richard Stevens
Pupil premium lead	Laura Trepess
Governor / Trustee lead	Sue Whitlock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,104
Recovery premium funding allocation this academic year	£ 8551
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Cranborne Middle School we continue to be dedicated to improving the academic outcomes for our Pupil Premium Cohort. To do this we must look at what is holding them back from achieving their full potential. We look to overcome the main barriers to their learning through a range of measures. Our key objectives for our disadvantaged pupils are to improve their attendance, reading comprehension and fluency, access to the wider curriculum and look after their mental health and general wellbeing. Our plan looks to address these barriers with a range of support measures. These begin with having structures in place that support high quality teaching, followed by targeted support for individuals who require it. This is proven to have the most impact on the attainment of all pupils. Staff are being trained in the importance of developing positive relationships with pupils and their families, which will improve engagement, attendance, behaviour and ultimately, academic outcomes.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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 recovery premium allocation** for this year is being spent on a variety of things:

- CPD for our cover supervisors to ensure high quality teaching across all lessons in a teacher's absence.
- CPD for AHT and HT on 'stretch and challenge'
- Incentives and rewards for improving and consistent good attendance
- Part funding the National Tutoring Programme.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance data and persistent absence figures show absences amongst disadvantaged pupils are higher than their peers.
2	Assessments on entry to school, show that disadvantaged pupils reading ability is lower than their peers.
3	Evidence from surveys and discussion with pupils, suggests that participation in extra-curricular activities and the wider curriculum is lower amongst our disadvantaged pupils.
4	Results from our pupil voice survey, Boxhall referral numbers, attendance data and discussions with pupils and parents show that disadvantaged pupils mental health and wellbeing is lower than their peers.

## 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
Good attendance for PP cohort	Disadvantaged pupils will have attendance that is at least as good as their non PP peers.
All PP pupils achieve expected standard by the end of key stage 2 in reading	All disadvantaged pupils reaching expected standard in the KS2 SATs tests.
All PP pupils will achieve the expected standard for their age group	On PIRA tests, pupils will access and pass the age appropriate level.
Increased participation in wider curriculum opportunities	Attendance at clubs, trips and residential increased on last year's figures. Numbers of pupils applying for leadership roles in school, increased parental engagement.
Improved mental health and wellbeing	Improved whole school attendance Pupil survey results Behaviour points reducing

## 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: £ 30,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra classes created in English in Year 5 and 6</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> Research suggests that reducing class sizes has an impact on outcomes for pupils.	2
<i>CPD Behaviour strategies training, focusing on restorative practice</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1
<i>External course on developing writing across the curriculum</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2
<i>Mentoring programme for ECT teacher</i>		2
<i>Stretch and challenge course (attended by HT and AHT)</i>		
<i>Daily Reading time with tutor</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2

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

Budgeted cost: £ 15,276

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Lead teacher to run small group interventions: Reading catch up (Year 7)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2
<i>Lead teacher to run small group interventions: Reading comprehension (year 6)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2
<i>Lexia subscription (150 licenses)</i>	Individualised literacy support trialled by EEF; results found in this report <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	2
<i>Provide a chromebook for each PP pupil</i>	<a href="https://www.edweek.org/technology/one-to-one-laptop-initiatives-boost-student-scores-researchers-find/2016/05">https://www.edweek.org/technology/one-to-one-laptop-initiatives-boost-student-scores-researchers-find/2016/05</a>	2, 4

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

Budgeted cost: £ 15,276

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Part funding residential trips and other school trips and experiences</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3
<i>Emotional support and coaching through ELSA sessions</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
<i>Whole staff CPD training 'raising the profile of our PP cohort'</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1-4
<i>Implementation of Dorset Council's Inclusion procedures to improve attendance amongst PP cohort and whole school</i>	<a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a>	1

<i>Music for Wellbeing course (external)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4
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**Total budgeted cost: £ 61,104**

## 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 21-22 academic year.

#### 1) Reading outcomes summary

- 60% of the PP cohort achieved expected standard or higher in the KS2 reading test.
- At DCP 3, 78% of PP cohort met their target in reading.
- All year 5 pupils using Lexia made at least 1.5 years progress in reading in 10 months.
- Daily tutor reading to class has improved access to wide range of literature for all pupils.

#### 2) Attendance summary

- Disadvantaged pupils attendance for 21-22 was 86% compared to 91% for non PP. Both figures are below the school's target. COVID-19 played a significant part in the figures. 2 pupils were 'school refusers' with attendance of 15% and 40%

#### 3) Participation in extra-curricular activities

- 39% of PP pupils took part in an after school club, an increase of 14% on the previous year.
- All PP pupils in year 5,6 and 7 attended the school residential trips, with one exception. In Year 8, 5 of the 9 PP pupils went on the Paris residential.
- Many PP pupils had leadership roles (4 sports leaders, 2 digital leaders, 5 playground leaders)

#### 4) Improved mental health and wellbeing

- Impact is difficult to measure. Yearly pupil voice survey last year (early October) showed that of our 44 pupils, 86% said they were happy in school. 84% felt their teachers 'knew them and noticed them in lessons and around school.'
- The pupils that received ELSA sessions, both PP and non PP showed increased attendance and a reduction in the rate that they were accruing behaviour points.

## 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
Lexia Core 5 Reading	
Accelerated Reader	Renaissance
Maths No Problem workbooks and online subscription	Maths No Problem
White Rose Maths scheme of work and online subscription	White Rose
Third Space Learning (14 sessions for 1 pupils x 2) and online CPD and classroom resources	Third Space Learning

## 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?	ELSA support for one of our pupils whose parent was away on an overseas posting. Group sessions with ELSA assistant to discuss feeling and emotions around having parents who are away on active service.
What was the impact of that spending on service pupil premium eligible pupils?	Improved attendance for one pupil Increased awareness that these pupils were not alone in their feelings – improved mental health and wellbeing.