

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	315
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 2026
Date this statement was published	1 st December 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Richard Stevens
Pupil premium lead	Nikki Jennings
Governor / Trustee lead	Sue Whitlock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,720
Recovery premium funding allocation this academic year	£ 8479
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:

- 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 (persistent absentees were much higher).
2	In last year's KS2 SATs tests, disadvantaged pupils achieved lower results than their peers in reading, writing, EGPS and Maths.
3	Results from Boxhall referral numbers, attendance data and discussions with pupils and parents show that disadvantaged pupils mental health and wellbeing is lower than their peers.
4	Participation in wider curriculum opportunities is lower amongst disadvantaged pupils.

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.
Narrowed gap in KS2 writing attainment between PP and non-PP pupils.	A narrowed gap in KS2 writing data <i>(In 22/23, 45% of PP pupils achieved the expected standard or higher compared to 76% of non-PP pupils – an attainment gap of 31%)</i>
Narrowed gap in KS2 maths attainment between PP and non-PP pupils.	A narrowed gap in KS2 maths data <i>(In 22/23, 64% of PP pupils achieved the expected standard or higher compared to 75% of non-PP pupils – an attainment gap of 11%)</i>
Increased participation in wider curriculum opportunities	Attendance at clubs, trips and residentials will be higher than 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 <i>(In 22/23, PP pupils had a year-to-date attendance of 89.8% compared to a year-to-date attendance of 94.8% for non-PP pupils)</i> Behaviour points reducing Regular meetings with tutors held, minuted and actioned to improve pupil wellbeing. Forces support group set up to give pastoral support for the five forces pupils and one pupil from the Ukraine.

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: £ 43,599.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra classes created in English and Maths in Year 6 (four classes for three tutor groups)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Research suggests that reducing class sizes has an impact on outcomes for pupils.	2
<i>CPD Behaviour strategies training, focusing on relationships, routines and consistency.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 3
<i>New year 5 curriculum planning rolled out across all subjects, focusing on writing across the curriculum</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
<i>ECT Mentoring programme for two teachers led by SE.</i>		2
<i>Daily Reading time with tutor</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2

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

Budgeted cost: £ 21,799.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lead teacher to run small group intervention in English.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
<i>Lead teacher to run small group interventions in Maths</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
<i>Lexia subscription (60 licenses)</i>	Individualised literacy support trialled by EEF; results found in this report https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	2
<i>Provide a chromebook for each PP pupil</i>	https://www.edweek.org/technology/one-to-one-laptop-initiatives-boost-student-scores-researchers-find/2016/05	2, 4

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

Budgeted cost: £ 21,799.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Part funding residential trips and other school trips and experiences</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
<i>Emotional support and coaching through ELSA sessions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

<i>Emotional support through forces support group.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
<i>Whole staff CPD training 'raising the profile of our PP cohort'</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1-4
<i>Implementation of Dorset Council's Inclusion procedures to improve attendance amongst PP cohort and whole school</i>	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	1

Total budgeted cost: £ 87, 199

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 22-23 academic year.

1) Reading outcomes summary

- 73% of the PP cohort achieved expected standard or higher in the KS2 reading test. This was 13% higher than the previous year.
- At DCP 3, 69% of PP cohort met their target in reading. This was 9% lower than the previous year.
- Daily tutor reading to class has improved access to wide range of literature for all pupils.

2) Attendance summary

- Disadvantaged pupil's attendance for 21-22 was 89.8% compared to 94.8% for non PP. Both figures are below the school's target, but an improvement on the previous year's figures (86% for PP and 91% for non PP pupils).
- The percentage of persistent absentees amongst disadvantaged pupils was 30.5% for 21-22. This was significantly higher than non PP pupils (13.2%).
- Two disadvantaged pupils were school refusers last year.

3) Participation in extra-curricular activities

- 50% of PP pupils took part in an after school club, an increase of 11% on the previous year.
- 60% of PP pupils in year 5 attended the London residential.
- 50% of PP pupils in year 6 attended the PGL residential.
- 45% of PP pupils in year 7 attended the Land and Wave residential.
- 42% of PP pupils in year 8 attended the Paris residential.
- Many PP pupils had leadership roles (1 sports leader, 3 digital leaders, 2 French leaders, 1 Arts leader and 6 lunchtime leaders)

4) Improved mental health and wellbeing

- Impact is difficult to measure. Individual pupil discussions revealed that many were able to talk about what they enjoyed about school.
- Pupil wellbeing tutor day gave all pupils many strategies to support their mental health and wellbeing.
- 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	Lexia
Accelerated Reader	Renaissance
White Rose Maths scheme of work and online subscription	White Rose

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.
What was the impact of that spending on service pupil premium eligible pupils?	Increased awareness that this pupil was not alone in their feelings – improved mental health and wellbeing.