

Lockyer's Middle School

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Lockyer's Middle School
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	14.1% (64) (6 service, 5 LAC)
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	December 2021 December 2023 (reviewed)
Date on which it will be next reviewed	December 2024 <i>for new academic year</i>
Statement authorised by	Miss A. Dufek Headteacher
Pupil premium lead	Mrs K. Whittaker Lead Practitioner Well-being and Success
Governor / Trustee lead	Mrs S. Lynch Chair of LSC

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/2024)	£83260
Recovery premium funding allocation this academic year	£3158
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	£86418

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our key principles for our strategy plan are:

- To adopt a whole-school approach in which all staff take responsibility for vulnerable pupils' outcomes and raise expectations of what they can achieve.
- To act early to intervene at the point a need is identified.
- Reading is integral to our school day; we believe that all pupils should read at their chronological age in order to access the curriculum, as well as having access to a wide range of tier 2 and 3 vocabulary.
- Provision of Quality First Teaching for all pupils, followed where required by targeted academic support for individuals.
- By addressing non-academic needs and challenges, attendance, engagement in learning, pupil wellbeing and safety, and provision of resources, all children will have equal access to their education.

Our key principles are **underpinned by high-quality teaching which is at the heart of our approach**, with a focus on areas in which vulnerable pupils require the most support.

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is embedded in our School-Wide Action Plan and responsive to both common challenges and knowledge of individual needs, rooted in robust diagnostic assessment not assumptions about the impact of disadvantage.

We will ensure the success of our pupil premium strategy through careful monitoring and review of its impact. The planning of targeted CPD for all staff as a result of the introduction of a programme of 'Drop In' lesson visits and the engagement in staff in discussion about improving their pedagogy underpins our focus upon quality first teaching. This relentless focus upon teaching and learning is enhanced further by frequent tracking of attendance, behaviour and engagement. Clear procedures allow us to continue to work in partnership with families and external partners in order to achieve the best outcomes for each of our pupils.

Challenges

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

Challenge number	Detail of challenge																														
1	<p>Vulnerable pupils have prior learning gaps in reading, writing and maths that are impacting upon their achievement.</p> <p>Quality of Education - Curriculum - Implementation To implement a Trust wide curriculum for all curriculum areas ensuring that:</p> <ul style="list-style-type: none"> - Subject leaders translate key learning and progression from long-term overviews into coherent topic/medium-term plans to enable learning to consistently build upon prior key learning. - Subject Leaders develop clear and effective use of assessment to accompany the new curriculum. - Ensure that planned learning questions (lesson objectives) focus upon the key learning for all topics/units of work. <p>Quality of Education - Teaching - Implementation</p> <ul style="list-style-type: none"> - Teachers will be aware of key learning that needs to be revisited, and be prepared to 'tweak' learning sequences in order to achieve this. - Ensure that planned learning in lessons covers the key learning for the topic, or is recall/embedding, or steps towards key learning. - Ensure that teachers transmit the key learning effectively during lessons - with appropriate activities that are driven by this. <ul style="list-style-type: none"> - Reflecting on KS1 data, current internal data shows that our vulnerable pupils in all year groups have entered our school with starting points lower than their non-disadvantaged peers. - The attainment gap is most significant for PP pupils in the current year 5 and 6 cohorts. - Year 5 and 6 PP children perform less well in mathematics upon entry than they do in English and the gap to their non PP peers is greater in this subject area. - There is a gap between PP and Non PP pupil attainment upon entry for the current year 7 and 8 cohorts however this gap is significantly smaller than in the current year 5 and 6 cohorts. - In Year 8 PP children perform as well as their non PP peers in English at ARE and they are outperforming their non PP peers at GD. 																														
2	<p>Teachers' ability to consistently use appropriate 'ways in' for vulnerable pupils is impacting upon academic achievement.</p> <p>Quality of Education - Teaching - Implementation - To enhance teachers' understanding of subject pedagogy to embed provision of 'ways in' for vulnerable/SEND pupils.</p> <p><u>2021-2022</u></p> <table> <tr> <td>Year 5</td> <td>14.8% (19) of pupils are in receipt of PP. (4.7% (6) of Year 5 also have a SEND)</td> </tr> <tr> <td>Year 6</td> <td>12.3% (15) of pupils are in receipt of PP (4.1% (5) of Year 6 also have a SEND)</td> </tr> <tr> <td>Year 7</td> <td>16% (16) of pupils are in receipt of PP (5% (5) of Year 7 also have a SEND)</td> </tr> <tr> <td>Year 8</td> <td>15.0% (16) of pupils are in receipt of PP (2.8% (3) of Year 8 also have a SEND)</td> </tr> <tr> <td>Whole school</td> <td>14.1% (66) of pupils are PP (4.1% (19) of the whole school also have a SEND)</td> </tr> </table> <p><u>2022-2023</u></p> <table> <tr> <td>Year 5</td> <td>9% (12) of pupils are in receipt of PP. (4.6% (6) of Year 5 also have a SEND)</td> </tr> <tr> <td>Year 6</td> <td>15.6% (20) of pupils are in receipt of PP (5.5% (7) of Year 6 also have a SEND)</td> </tr> <tr> <td>Year 7</td> <td>13.9% (15) of pupils are in receipt of PP (4.6% (5) of Year 7 also have a SEND)</td> </tr> <tr> <td>Year 8</td> <td>17.3% (17) of pupils are in receipt of PP (6.1% (6) of Year 8 also have a SEND)</td> </tr> <tr> <td>Whole school</td> <td>13.8% (64) of pupils are PP (5.2% (24) of the whole school also have a SEND)</td> </tr> </table> <p><u>2023-2024</u></p> <table> <tr> <td>Year 5</td> <td>13.4 % (16) of pupils are in receipt of PP. (6.7% (8) of Year 5 also have a SEND)</td> </tr> <tr> <td>Year 6</td> <td>11.8% (15) of pupils are in receipt of PP (4.7% (6) of Year 6 also have a SEND)</td> </tr> <tr> <td>Year 7</td> <td>13.9 % (15) of pupils are in receipt of PP (4.7% (5) of Year 7 also have a SEND)</td> </tr> <tr> <td>Year 8</td> <td>18% (18) of pupils are in receipt of PP (4.0% (4) of Year 8 also have a SEND)</td> </tr> <tr> <td>Whole school</td> <td>14.1% (64) of pupils are PP (5.1% (23) of the whole school also have a SEND)</td> </tr> </table> <ul style="list-style-type: none"> - Some vulnerable pupils struggle to fully access the curriculum due to lack of scaffolding that enables them to access learning. - Some staff need to consistently embed effective CPD strategies to successfully plan ways in for SEND and vulnerable pupils. 	Year 5	14.8% (19) of pupils are in receipt of PP. (4.7% (6) of Year 5 also have a SEND)	Year 6	12.3% (15) of pupils are in receipt of PP (4.1% (5) of Year 6 also have a SEND)	Year 7	16% (16) of pupils are in receipt of PP (5% (5) of Year 7 also have a SEND)	Year 8	15.0% (16) of pupils are in receipt of PP (2.8% (3) of Year 8 also have a SEND)	Whole school	14.1% (66) of pupils are PP (4.1% (19) of the whole school also have a SEND)	Year 5	9% (12) of pupils are in receipt of PP. (4.6% (6) of Year 5 also have a SEND)	Year 6	15.6% (20) of pupils are in receipt of PP (5.5% (7) of Year 6 also have a SEND)	Year 7	13.9% (15) of pupils are in receipt of PP (4.6% (5) of Year 7 also have a SEND)	Year 8	17.3% (17) of pupils are in receipt of PP (6.1% (6) of Year 8 also have a SEND)	Whole school	13.8% (64) of pupils are PP (5.2% (24) of the whole school also have a SEND)	Year 5	13.4 % (16) of pupils are in receipt of PP. (6.7% (8) of Year 5 also have a SEND)	Year 6	11.8% (15) of pupils are in receipt of PP (4.7% (6) of Year 6 also have a SEND)	Year 7	13.9 % (15) of pupils are in receipt of PP (4.7% (5) of Year 7 also have a SEND)	Year 8	18% (18) of pupils are in receipt of PP (4.0% (4) of Year 8 also have a SEND)	Whole school	14.1% (64) of pupils are PP (5.1% (23) of the whole school also have a SEND)
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3	<p>The reading ability of vulnerable pupils is having a direct impact upon their ability to access the curriculum and ensure academic achievement.</p> <p><i>Trust Improvement Plan - Priority 1: Teaching 1.4 Every child has reading age > chronological age</i></p> <p>Achievement for pupils, including those with SEND, will be improved at the end of Key Stage 2 in Reading, Writing and Mathematics in July 2023</p> <p>Our Autumn Term STAR reading data tells us that only a third of our current year 5, 6 and 7 PP pupils are able to read at their chronological age and this is significantly lower than the performance of their non PP peers particularly in Year 6 where there is evidence of the impact of the school's approach to reading for non PP children.</p> <p>Our Year 8 PP pupils are performing better than their peers in other year groups. In this year group their performance is comparable with that of their non PP peers across all year groups.</p> <p>Reading remains a whole school priority in 2023 - 2024.</p> <p>Reading remains a barrier for some children with PP status who are also on our SEND register. (15 children who are both PP and SEN across the school have a reading age below their chronological age)</p>
4	<p>The behaviour and engagement of vulnerable pupils is having a direct impact upon their academic achievement.</p> <p><i>Personal Development Behaviour and Attitudes</i> To continue to embed behaviour and engagement tracking as a tool to bring about improved outcomes for all vulnerable pupils.</p> <ul style="list-style-type: none"> - Weekly compliance checking shows that vulnerable pupils engage less with online platforms compared to their non-PP/vulnerable peers. - Vulnerable pupils are issued more sanctions for lack of engagement in learning. - exclusion. - In-school data indicates that PP behaviour incidents are more serious.
5	<p>The attendance of vulnerable pupils is having a direct impact upon their academic achievement and personal development.</p> <p><i>Trust Improvement Plan - Priority 3: Inclusion & Safeguarding 3.3 -Attendance > National average</i> <i>Persistent absence < National average</i></p> <p><u>November 16th 2021 Attendance Review:</u></p> <ul style="list-style-type: none"> - PP 91.1%, Whole School 93.3% - 18.8% (18/96) of persistent absentees are in receipt of PP - 12 PP boys are persistent absentees and 5 PP girls. - At Key Stage 3, 10 PP children are persistent absentees - 9 out of 18 of our persistently absent PP children are from 4 vulnerable families. <p><u>November 23rd 2022 Attendance Review:</u></p> <ul style="list-style-type: none"> - PP 90.8%, Non PP 95.1% Whole School 94.5% - 22.4% (13/58) of persistent absentees are in receipt of PP - 9 PP boys are persistent absentees and 4 PP girls. - At Key Stage 3, 9 PP children are persistent absentees - 4 out of 14 of our persistently absent PP children are from 2 vulnerable families. (2 sets of siblings) <p><u>December 1st 2023 Attendance Review:</u></p> <ul style="list-style-type: none"> - PP 90.9%, Non PP 95.4% Whole School 95.4% - 33.3% (18/54) of persistent absentees are in receipt of PP - 10 PP boys are persistent absentees and 8 PP girls. - At Key Stage 3, 14 PP children are persistent absentees - 4 out of 18 of our persistently absent PP children are from 2 vulnerable families. (2 sets of siblings) <p><i>*This data is updated half termly by the Lead Practitioner for Well-being and Success</i></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
<u>Challenge 1:</u> Prior learning gaps in reading, writing and maths have been identified and addressed.	<ul style="list-style-type: none"> PP achievement in reading, writing and maths equals that of their non PP peers whilst remaining above national averages. Achievement at the end of K.S2 will be in the top 10% nationally for PP pupils.
<u>Challenge 2:</u> Teachers will be able to consistently use appropriate 'ways in' for vulnerable pupils to ensure impact upon the academic achievement of PP children.	<ul style="list-style-type: none"> 100% of lesson drop-in visits show that vulnerable pupils, including those with a SEND, are in receipt of quality scaffolding, modelling and feedback. 100% of teachers make effective use of BlueSky to evidence their engagement meaningfully in CPD.
<u>Challenge 3:</u> All of our PP pupils will be able to read at their chronological age.	<ul style="list-style-type: none"> 100% of our PP pupils without a specific SEND barrier read at their chronological age. Reading comprehension tests demonstrate improved comprehension skills among PP pupils and a smaller disparity between the scores of PP and their Non PP peers.
<u>Challenge 4:</u> There will no longer be a disparity between the behaviour and engagement of PP pupils and their non PP peers.	<ul style="list-style-type: none"> 100% of PP children will have access to appropriate technology for use at home by March 2022. Engagement tracking shows marked improvements for all PP pupil groups against Non PP groups. PP behaviour points = or < Non PP behaviour points for all key groups e.g. Yr 8/Boys Software for ELSA to be updated and in place by January 2024.
<u>Challenge 5:</u> The attendance of our vulnerable pupils will have improved and significantly reduced the gap to their non PP peers.	<ul style="list-style-type: none"> PP Attendance > PP National averages for both Primary and Secondary Schools. PP Persistent absence < PP National averages for both Primary and Secondary Schools.

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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To engage in planned CPD using the Walkthrus programme</p> <p><i>(£2,000 staff training and subscription and individual books for staff)</i></p>	<p>The use of video, such as Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff to review their own and reflect on others' actions in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-rapid-evidence-assessment-remote-professional-development</p>	1, 2 and 4
<p>To appoint a full time Lead Practitioner with responsibility for Achievement -</p> <p>Appointed - Jan 2022</p> <p><i>(Additional f/t Leadership Post - not funded through PP funding)</i></p>	<p>In any school it is integral to create a leadership environment and school climate that is conducive to good implementation of practices that work best. By appointing a Lead Practitioner for Achievement, these good practices will manifest themselves in the day-to-day work of people in our school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	1, 2 and 3
<p>Trust-Wide progression maps → new curriculum</p> <p><i>(£2,000 release time to support collaboration)</i></p>	<p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>By working collaboratively as part of a Trust in order to create a progressive curriculum, our children's learning is supported in the best way possible.</p>	1, 2 and 3
<p>To maintain and develop an approach to daily whole school class reading</p> <p><i>(£4,000 contribution from PP funding alongside Trust and school budgets)</i></p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p> <p>Research shows that the act of reading aloud to the class from a challenging text may support the development of the children's spoken language comprehension and therefore contribute to their reading comprehension skills.</p>	1 and 3
<p>To introduce a programme of lesson drop ins and personalised feedback throughout the academic year</p>	<p>Sam Sims Quantitative Education Research identify that through Instructional Coaching, an expert teacher is working alongside a colleague in an individualised, observation-feedback-practice cycle which hugely impacts teaching and therefore learning in a positive way.</p> <p>https://samsims.education/2019/02/19/247/</p>	1, 2, 3 and 4

<p>To maintain the use of Accelerated Reader as a whole school strategy to improve reading</p> <p><i>(£1,000 contribution from PP funding alongside other school budget headings)</i></p>	<p>Decades of reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring.</p> <p>https://www.renaissance.com/products/accelerated-reader/evidence/</p> <p>By continuing to use Accelerated Reader within school, not only does it support the “regular reading” positives, but it also allows staff to identify those with comprehension or retention concerns, enabling staff to target their teaching appropriately.</p>	1 and 3
<p>To maintain the use of Tassomai and Sparx maths as online platforms</p> <p><i>(£1,500 contribution from PP funding alongside other school budget headings)</i></p>	<p>Evidence suggests that technology should be used to supplement e.g. for homework. A study showed that providing video examples of effective practice can directly benefit children’s learning.e.g. Hegarty.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology#nav-how-effective-is-the-approach</p>	1 and 4
<p>To provide CPD opportunities for TAs</p>	<p>Focusing on proven methods such as CPD courses and feedback methods are likely to reap bigger rewards to both teachers and TAs.</p>	1,2,3 and 4

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

Budgeted cost: £31,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maintain an additional teaching hour for all Year 6 English and Mathematics teachers throughout the academic year 2021-2022</p>	<p>A Key Finding from the EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition is that Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1
<p>To maintain Intervention hours to support Year 7 and 8 English and Mathematics.</p> <p><i>(4 hours - £9,000)</i></p>	<p>As researched by the EEF, it is important to use structured interventions to provide additional support in maths which is appropriate to the needs of the group..</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1
<p>To introduce more able mathematics weekly intervention</p> <p><i>(1 hour after school each week)</i></p>		1

<p>To provide an additional Non-contact for each Heads of Year for the full academic year - QFT and engagement focus. (4 hours - £9,000)</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. By providing Heads of Year with time to develop and support QFT within their team will support our PP children. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 2, 3 and 4</p>
<p>To make use of the recovery premium to support PP children in year 5 through 1:3 teaching for 15 weeks. (£7,000)</p>	<p>As evidenced by the EEF, small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2 and 3</p>
<p>To embed Daily Deliberate Practice and use of Online Platforms</p>	<p>Some evidence suggests that homework has a High impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Developing automaticity reduces cognitive load and allows further learning to take place. https://thirdspacelearning.com/blog/science-memory-forgetting-beat-summer-brain-drain-primary-school/</p>	<p>1 and 4</p>
<p>To continue using Direct Instruction in 2022-2023 as a targeted intervention (£3,500)</p>	<p>Frontiers in Psychology research has identified that Strategy-focused direct instruction is one of the most effective approaches to improve writing skills. https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01054/full This research particularly focuses on Upper Primary school children and the positive impact on them.</p>	<p>1 and 3</p>
<p>To maintain Read Write Inc interventions at K.S.2 (6 hours of TA led RWI per week £3,100)</p>	<p>Although the EEF evidence for Read, Write Inc won't be carried out until 2023, there is lots of evidence that interventions to small groups have a positive impact on learning and will clearly support our most vulnerable pupils. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p>	<p>1 and 3</p>

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

Budgeted cost: £44,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through review of the schools leadership structure appoint a Lead Practitioner for wellbeing and success - Nov 2021	The DfE state that education and health are closely linked. So by promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve both their educational outcomes and their health and wellbeing outcomes. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	4 and 5
To appoint a full time non teaching Pupil Wellbeing Champion for Sept 2021 (£29,500)		4 and 5
To purchase devices for PP and vulnerable pupils to improve their access to the curriculum. (2021-2022)	Studies investigating the use of digital technology find that on average, it supports an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology#nav-how-effective-is-the-approach	4
To maintain Breakfast Club provision to start each day of the week. (£3,600)	School breakfasts are more nutritious for some pupils and attending the club effectively prepares pupils for learning. Evidence shows that breakfast club schools often see an improvement in pupil behaviour and attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4 and 5
To support the purchase of school uniform and resources required for lessons (e.g. ingredients) for vulnerable pupils.	Providing PP pupils with essentials such as uniform and ingredients for cooking, supports them coming to school with a positive mind and knowledge that they will be able to access the day in the same way as everyone else.	4
To support PP pupils' attendance on Residential visits in Spring 2023 and Summer 2024 (41 pupils - £5,000)	Outdoor Adventure Learning provides opportunities for PP pupils to participate in activities that they otherwise might not be able to access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Through participation in these challenging physical and emotional activities, pupils develop non-cognitive skills such as resilience, self-confidence and motivation which can be brought back into the classroom.	4
Embedding principles of good practice set out in the DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

School Attendance advice. L Howison and L Whittaker		
To provide whole staff training on behaviour management (£500)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Yoga classes with qualified teacher in school	Social and emotional learning is critical to our recovery from Covid-19. From our SDQ evidence, children who were most in need of calming strategies and emotional support were given an opportunity to use Yoga as a supportive technique. https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support	4 and 5
Skateboard sessions in school with visiting coach (£720)	Pupils respond to incentives and rewards but, research shows that In education, rewards for inputs (like attending school or good behaviour) lead to better results than rewards for outputs. https://improvingteaching.co.uk/2019/05/19/rewarding-students-should-we-if-so-how/ Age appropriate incentives can really support children with these key areas and also provide PP children with experiences they have never had.	4 and 5
Attendance support in 2023-24- Daily minibus picking up the most vulnerable with poor attendance (£4,998)	Regular attenders make better progress, both socially and academically. Research shows that attendance is an important factor in student achievement. https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp	4 and 5

Total budgeted cost: £86,418

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 2021 to 2022 academic year.

Review of previous plan in 2022-2023

1. Vulnerable pupils have prior learning gaps in reading, writing and maths that are impacting upon their achievement.
 - PP achievement in reading, writing and maths equals that of their non PP peers whilst remaining above national averages.
 - Achievement at the end of K.S2 will be in the top 10% nationally for PP pupils.

Y8 GL data shows 100% of non PP reached ARE and 85% of PP reached ARE in reading. (National Av - 77%)
Y8 GL data shows 97% of non PP reached ARE and 74% of PP reached ARE in maths. (National Av - 77%)
Y8 Teacher Assessment shows 83% of non PP reached ARE and 59% of PP reached ARE in writing.
Y6 SATs data shows 77% of non PP reached ARE and 58% of PP reached ARE in reading. (National Av - 73%)
Y6 SATs data shows 90% of non PP reached ARE and 47% of PP reached ARE in maths. (National Av - 73%)
Y6 Teacher Assessment shows 85% of non PP reached ARE and 42% of PP reached ARE in writing. (National Av - 71%)
2. Teachers' ability to consistently use appropriate 'ways in' for vulnerable pupils is impacting upon academic achievement.
 - 100% of lesson drop-in visits show that vulnerable pupils, including those with a SEND, are in receipt of quality scaffolding, modelling and feedback.
 - 100% of teachers make effective use of BlueSky to evidence their engagement meaningfully in CPD.

3-weekly lesson drop ins have shown teachers have used specific CPD to provide quality scaffolding, modelling and feedback in lessons. The SLT agrees on a specific principle of teaching and learning to focus on initially in order to ensure consistency with developing CPD.
3. The reading ability of vulnerable pupils is having a direct impact upon their ability to access the curriculum and ensure academic achievement.
 - 100% of our PP pupils without a specific SEND barrier read at their chronological age.
 - Reading comprehension tests demonstrate improved comprehension skills among PP pupils and a smaller disparity between the scores of PP and their Non PP peers.

18% (2/11) of Year 8 PP without a SEND barrier read at their chronological age or above.
31% (4/13) of Year 7 PP without a SEND barrier read at their chronological age or above.
25% (3/12) of Year 6 PP without a SEND barrier read at their chronological age or above.
4. The behaviour and engagement of vulnerable pupils is having a direct impact upon their academic achievement.
 - 100% of PP children will have access to appropriate technology for use at home by March 2022.
 - Engagement tracking shows marked improvements for all PP pupil groups against Non PP groups.
 - PP behaviour points = or < Non PP behaviour points for all key groups e.g. Yr 8/Boys

There is still an increase in behaviour points for PP students compared to non PP students however monthly behaviour reports for each year group allow HOY to work closely alongside relevant PP pupils to help reduce behaviour points.
5. The attendance of vulnerable pupils is having a direct impact upon their academic achievement and personal development.
 - PP Attendance > PP National averages for both Primary and Secondary Schools.
 - PP Persistent absence < PP National averages for both Primary and Secondary Schools.

PP attendance for the academic year 2022-2023 was 89.3%
PP persistent absence for academic year 2022-2023 was 34.3% (25/73)
Attendance at Lockyer's Middle School is consistently above National Average for both Primary and Year 7. Year 8 is mostly above National Average throughout the year.
Persistent absence at Lockyer's Middle School is consistently below National Average for both Primary and Year 7. Year 8 is mostly above National Average throughout the year.

Review of previous plan in 2021 - 2022 *(School year following covid pandemic closures)*

1. Vulnerable pupils have prior learning gaps in reading, writing and maths that are impacting upon their achievement.
 - PP achievement in reading, writing and maths equals that of their non PP peers whilst remaining above national averages.
 - Achievement at the end of K.S2 will be in the top 10% nationally for PP pupils.
Y8 GL data shows 89% of non PP reached ARE and 73% of PP reached ARE in reading. (National Av - 60%)
Y8 GL data shows 91% of non PP reached ARE and 73% of PP reached ARE in maths. (National Av - 60%)
Y8 Teacher Assessment shows 89% of non PP reached ARE and 67% of PP reached ARE in writing.
Y6 SATs data shows 85% of non PP reached ARE and 53% of PP reached ARE in reading. (National Av - 75%)
Y6 SATs data shows 83% of non PP reached ARE and 86% of PP reached ARE in maths. (National Av - 71%)
Y6 Teacher Assessment shows 74% of non PP reached ARE and 47% of PP reached ARE in writing. (National Av - 69%)
2. Teachers' ability to consistently use appropriate 'ways in' for vulnerable pupils is impacting upon academic achievement.
 - 100% of lesson drop-in visits show that vulnerable pupils, including those with a SEND, are in receipt of quality scaffolding, modelling and feedback.
 - 100% of teachers make effective use of BlueSky to evidence their engagement meaningfully in CPD.
Fortnightly lesson drop ins have shown teachers have used specific CPD to provide quality scaffolding, modelling and feedback in lessons.
3. The reading ability of vulnerable pupils is having a direct impact upon their ability to access the curriculum and ensure academic achievement.
 - 100% of our PP pupils without a specific SEND barrier read at their chronological age.
 - Reading comprehension tests demonstrate improved comprehension skills among PP pupils and a smaller disparity between the scores of PP and their Non PP peers.
62% (8/13) of Year 8 PP without a SEND barrier read at their chronological age or above.
64% (7/11) of Year 7 PP without a SEND barrier read at their chronological age or above.
40% (4/10) of Year 6 PP without a SEND barrier read at their chronological age or above.
4. The behaviour and engagement of vulnerable pupils is having a direct impact upon their academic achievement.
 - 100% of PP children will have access to appropriate technology for use at home by March 2022.
 - Engagement tracking shows marked improvements for all PP pupil groups against Non PP groups.
 - PP behaviour points = or < Non PP behaviour points for all key groups e.g. Yr 8/Boys
Monthly behaviour reports for each year group allow HOY to work closely alongside relevant PP pupils to help reduce behaviour points.
5. The attendance of vulnerable pupils is having a direct impact upon their academic achievement and personal development.
 - PP Attendance > PP National averages for both Primary and Secondary Schools.
 - PP Persistent absence < PP National averages for both Primary and Secondary Schools.
PP attendance for the academic year 2021-2022 was 89.9%
PP persistent absence for academic year 2021-2022 was 30% (22/74)
Attendance at Lockyer's Middle School is consistently above National Average for both Primary and Secondary.
Persistent absence at Lockyer's Middle School is consistently below National Average for both Primary and Secondary.

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
1:1 maths tuition for vulnerable pupil (SC involvement) through Dorset LA project (2021-2022)	Third Space Learning

Service pupil premium funding (optional)

In 2021 - 2022 there were 8 Service children on roll = £2,480

In 2022 - 2023 there were 5 Service children on roll = £1,600

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?	<ol style="list-style-type: none"> 1. Pastoral Support Teacher attended CPD for supporting Service Children. 2. The attendance of this group was tracked carefully throughout the academic year. 3. Opportunities provided for counselling where needed.
What was the impact of that spending on service pupil premium eligible pupils?	<ol style="list-style-type: none"> 1. This training supported the work completed on a fortnightly basis with key service children. 2. <ul style="list-style-type: none"> - In 2020 - 2021 our service children's attendance was 92.4% and the non service children's attendance was 93.9% - In 2021 - 2022 our service children's attendance was 94.0% and the non service children's attendance was 92.4% - In 2022 - 2023 our service children's attendance was 92.9% and the non service children's attendance was 93.7% 3. Family counselling support offered due to family member having PTSD

Further information (optional)

This Pupil Premium Strategy was produced collaboratively by the Senior Leadership Team. It is written to sit alongside the Initio Learning Trust Catch-Up Premium Spending Overview.

In addition to the strategies implemented within this plan and our catch up Premium Spending Overview the school is also supporting vulnerable pupils in the following ways:

- In September 2021 the school ran a two-day 'HeadStart' programme focusing upon support in English and Mathematics and providing enrichment opportunities. Vulnerable pupils were invited to this programme that took place on Training days before the academic year commenced.