



Pupil Premium Strategy Statement – Middlewich High School

This statement details our school’s use of pupil premium (and recovery premium) funding for 2022-2023 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 (2022-2023) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	705
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 (current year) 2023-2024
Date this statement was published	Nov 29 th 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Heidi Thurland
Pupil premium lead	Sarah Colclough
Governor / Trustee lead	Julie Brandreth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,070

Recovery premium funding allocation this academic year	£47,693
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£2,566
Total budget for this academic year <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>	£219,329

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:

Excellence in Learning Achievement for All – 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:

- 1) Strengthen students' access and achievement through quality first teaching and the effective implementation of an excellent knowledge rich curriculum.
- 2) Increase attendance by removing existing barriers and, through early identification and parental engagement, provide high quality intervention that supports students' and families.
- 3) Raise aspirations of and for students' both academically and behaviorally 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 2021/2022 academic year our disadvantaged students' attended school less frequently than our non-disadvantaged students'.
6	In 2021/22 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 their 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 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
Disadvantaged students' meet or exceed KS4 targets (Targets set using national benchmarking FFT20) SDP 1.1, 1.2, 1.3 1.8	Disadvantaged students' A8 is in line with that of their peers and meets or exceeds the national average A8 The progress of our disadvantaged students' to be in line with whole school progress and above national average for disadvantaged students'. (National -0.45 2018/2019 -0.68 21/22) Incremental improvements in both measures seen within assessment data
Attendance of disadvantaged students' meets or exceeds that of their peers and the national average SDP 2.1, 2.3	Incremental improvements seen within identified target groups half termly Persistent absence reduced % Attendance in line with non PP

Reading ages of disadvantaged students' to meet or exceed chronological age SDP 1.3	90% of disadvantaged students' read in line with their chronological age by the end of KS3 STAR reading test data to show incremental increases across KS3
Disadvantaged students' engage positively with their teachers and their peers. SDP 3.1, 2.5	Little or no gap when analysing the disadvantaged and non-disadvantaged rewards, referral, detention and exclusion data. A2L data confirm students' behaviour is scholarly i.e.
Destination data indicates students' are well prepared for their Post-16 destinations and ultimately for life after education SDP 2.6	0% NEET for disadvantaged students'. All disadvantaged students' go on to further education or apprenticeship post Year 11 Gatsby benchmarks achieved

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: £ 124,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus, monitoring and accountability for less advantaged students, across all teaching staff	DfE Guidance for School Leaders EEF - Teaching and Learning Tool Kit	1,2,3,4
Implement trauma informed behaviour for learning strategies through CPD (Paul Dix) to ensure lost learning is minimised due to disruption to lessons / through exclusion or isolation	EEF – Improving behaviour in schools EEF – Working with parents to support children's learning EEF – Teaching and learning tool kit - behavioural interventions EEF Teaching and learning tool kit – Parental engagement Social Mobility Commission and the Education Observatory at the University of Wolverhampton- Against the odds report The Difference Inclusive Leadership	6,7,8

Retention of and CPD for 1 full and 1 part time attendance lead/team in order to improve attendance through strengthened attendance processes, targeted support, utilising multiagency & SJBF networks to support professional practice.	EEF – Improving behaviour in schools EEF – Working with parents to support children’s learning EEF – Teaching and learning tool kit - behavioural interventions EEF Teaching and learning tool kit – Parental engagement Social Mobility Commission and the Education Observatory at the University of Wolverhampton- Against the odds report	5
Recruit additional Maths teacher to support with small group intervention / SEND PP students	EEF - High Quality Teaching	1,2
Retention of and CPD for four Pastoral leads - 1x KS2/Yr7 2x Yr8/9 1x 10/11 leads with specific focus on disadvantaged students’ welfare, behaviour and futures	EEF – Improving behaviour in schools EEF – Working with parents to support children’s learning EEF – Teaching and learning tool kit - behavioural interventions EEF – Teaching and learning tool kit – Social and emotional learning	6,7,8,9,10
CPD to ensure quality first teaching in all lessons. Implement and embed lean learning approach in order to improve planning, reduce cognitive overload and strengthen checking for understanding, spaced learning and retrieval, questioning and productive feedback.	EEF- Pupil premium guidance EEF Teaching and learning tool kit – Metacognition and self regulation EEF Teaching and learning tool kit – Feedback EEF - High Quality Teaching DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice Sutton Trust and the EEF – The Pupil Premium Next steps Peps Mcray – Lean Lesson Planning	1,2,3
To embed consistent practice of LPs in supporting disadvantaged learners in lessons	EEF - High Quality Teaching DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice	2,4

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

Budgeted cost: £60,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core subject intervention via small group tuition, including using the National Tutoring Programme and School led tutoring	EEF – Teaching and learning tool kit – One to one tuition EEF – Teaching and learning tool kit – Reducing class sizes DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice	1,4
Reading interventions for students' with lowest reading ages	EEF – Teaching and learning tool kit – Phonics and Reading comprehension strategies	4
Promote the engagement and enjoyment of reading, including dedicated reading time for all students as result of lengthened school day, Library engagement, bedrock, millionaire readers	EEF – Teaching and learning tool kit – Oral language interventions and Reading comprehension strategies	4
Promote oracy through strengthened PD curriculum maximising additional learning time as result of lengthened school day	EEF – Teaching and learning tool kit – Oral language interventions and Reading comprehension strategies	4

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

Budgeted cost: £ 33,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise expectation and school culture through reaffirming school values and expectations to ensure	DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice EEF – Teaching and learning tool kit –Aspiration intervention	6,7

students demonstrate positive attitudes to learning.		
Enhanced systems and processes to improve attendance, punctuality and persistent & chronic absenteeism	EEF -Teaching and Learning Tool Kit EEF - Working With Parents to Support Children's Learning	5
Utilise funding to provide mental health support through use of SWANS (online counselling service) in order to improve student wellbeing and attendance through reduction in anxiety	EEF – Teaching and learning tool kit – Social and emotional learning	8
Utilise resources to further strengthen PD curriculum, rewards & enrichment to ensure students feel a sense of identity & belonging and value attending MHS	EEF – Teaching and learning tool kit – Social and emotional learning	7
Strengthen STEM & Careers curriculum in order to provide greater opportunities for disadvantaged students to engage with employers and focus on post16 destinations	EEF – Teaching and learning tool kit –Aspiration intervention	10
Tailored support for hardship e.g equipment / uniform / ICT support / subsidised enrichment in order to access learning and engage in school / school opportunities	DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice EEF – Teaching and learning tool kit – Social and emotional learning	2,7,9,10

Total budgeted cost: £219,329

Outcomes for disadvantaged pupils

Progress 8 data for 2022 outcomes resulted in -0.66 for disadvantaged students, this compares to -0.33 for all students. Whilst progress of disadvantaged students is lower than non-pp students without the various strategies employed last year progress would have been more adversely affected. Student outcomes for PP are slightly better than the NorthWest P8 (-0.68) and better than Cheshire East (-0.85) and our border County from which we draw a number of students Cheshire West (-0.88). Whilst we recognise comparisons due to COVID must be done so cautiously, improved outcomes demonstrate that impact is being made however we fully recognise that further work is required to continue to improve student progress.

Appropriate and carefully planned adaptations to curriculum took place through the year in order to adapt to curriculum impacted by staff/student absence. The school remained open to all year groups throughout the year in spite of challenging periods of staff absence. It remains our belief that face to face education is the most effective and we delivered this creatively and resourcefully to ensure MHS was open to all every day last year.

Regular analysis of attendance data and development of stronger links with the Local Authority attendance teams has strengthened school systems and processes. Increased capacity to support attendance through increased staffing in specific attendance roles is starting to take effect. We will continue to develop these strategies in 22-23 as we look to return to the previously good levels of attendance experienced pre-Covid.

A key aspect of our work has been the increased support for mental health through utilising online counselling resources and improved pastoral care. The school spent £18,000 with 20 sessions run weekly through the school year. This supported vulnerable students, helping to re-engage students with education where anxiety / low mood had been a barrier to attendance or resilience in lessons when attending school.

The school utilised school led tutoring and online tutoring in the spring and summer terms – 735 total hours & 49 total students. This supported improvement in core outcomes and will continue to be a strategy employed by the school in 22-23.

Reading interventions had varied impact, however where they were successful we saw boys have improved their reading ages the most across the school. Year 9 have improved their reading ages the most (70%) with an average improvement of 10 months, when other year groups are 6-7 months. Year 10 PP cohort have improved the most out of the others with 29% improvement. We also ran some small group targeted interventions with Yr7&8 PP students. 80% of students improved by 4-7 months in a 3

month window. This will be further strengthened in 22-23 due to the extension of the school day with time being utilised for weekly reading across all year groups.

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.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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