

Pupil premium strategy statement – Hugh Sexey Church of England Middle School



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	Hugh Sexey Church of England Middle School
Number of pupils in school	622 As at 01.12.24
Proportion (%) of pupil premium eligible pupils	17% (108 pupils) Unchanged proportion from last year
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Paul Tatterton Head teacher
Pupil premium lead	Roberta Adair Assistant Head teacher
Governor / Trustee lead	Martin Packman PP/SEND link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£108790
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year (2023-24) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108790

Part A: Pupil premium strategy plan

Statement of intent

INTENT:

At Hugh Sexey Church of England Middle School, our school's motto, 'together we believe; together we achieve', demonstrates our collective commitment to all of our pupils, and we accept a special responsibility to ensure our most vulnerable or disadvantaged pupils receive the best possible education.

Our goals are:

- a) to ensure that all our pupils, especially those who are vulnerable or disadvantaged, are able to fulfill their academic and emotional potential, and to reach aspirational levels of attainment.
- b) to ensure that all our pupils, especially those who are vulnerable or disadvantaged, have access to a broad and balanced curriculum, rich in elective and enhancement opportunities, which aims to support their development as well-rounded, confident and open-minded individuals, equipped with employability skills and able to meet the challenges ahead.
- c) to ensure that all our pupils, especially those who are vulnerable or disadvantaged are able to form and sustain, positive relationships with adults and peers, grow and develop as individuals, and feel safe and valued.

IMPLEMENTATION

High Quality Adaptive Teaching:

At our school, teachers and support staff all work to ensure that they know our disadvantaged and vulnerable pupils personally and that all pupils have trusted adults to care for and about them. Our teachers undertake high quality, continued professional development to ensure that they are always developing their knowledge and craft, and have access to the best tools and strategies to support all pupils. High quality adaptive teaching, paired with diagnostic and formative assessment and ongoing pupil-teacher dialogue ensures that we are able to identify and celebrate our pupils' strengths, while also developing the skills needed to extend their knowledge and expertise. Our teachers skillfully provide a wide range of opportunities for pupils to demonstrate the development of their knowledge and skills over time, and use a wide range of summative assessment strategies to mark progress. Robust and systematic review processes ensure that outcomes of all pupils are reviewed regularly, ensuring that no pupil is left behind.

Individualised approach to Personal Development:

As our school, we work to be responsive to the individual needs of each vulnerable or disadvantaged pupil. Every pupil will have had a unique experience and journey through their education, influenced by a wide range of internal and external factors. Taking these into consideration on a pupil-by-pupil basis ensures that we are able to respond to individual Social, Moral, Spiritual and Cultural (SMSC) needs and develop a personalised approach to support each vulnerable or disadvantaged pupil. Our pastoral

support team of tutors, year leaders, church youth worker and support assistants work together to ensure that all our pupils have a number of trusted adults they can rely on for support.

Shared Community (Koinonia)

A detailed understanding of our school population, paired with comprehensive data analysis also helps us to see that, as well as individualised stories and journeys, there are also common experiences and challenges for many of our pupils. Where these exist, we are able to deploy group strategies to support our pupils and to enhance their feeling of being part of a shared community.

IMPACT

Assessment-led and evidence informed

At Hugh Sexey Church of England Middle School, we ensure that our needs-led approach works to identify and respond to individual pupil's barriers to learning. Our approach is rooted in robust, evidence informed diagnostic assessment, and is underpinned by first-hand knowledge of each pupil, developed through strong, respectful relationships with pupils and their families.

To ensure our provision is effective we:

- adopt a whole school approach in which all staff and the Local Governing Body (LGB) take responsibility for vulnerable or disadvantaged pupils' outcomes and have high expectations of what can be achieved;
- use standardised diagnostic and summative assessment tools to identify when and where gaps in learning exist;
- regularly monitor the progress and attainment of our vulnerable or disadvantaged pupils and act early to intervene when need is identified;
- appoint and train skilled members of staff to promote, monitor and support vulnerable or disadvantaged pupil's attendance, pastoral needs and mental health and well-being;
- offer an extensive menu of academic, elective, enhancement and intrinsic opportunities for our pupils and closely monitor the uptake of this wider curriculum provision;
- ensure that all vulnerable or disadvantaged pupils are ready to learn and that their need for equipment, tools and uniform are met;

Challenges

This section details the key challenges to achievement that we have identified among our vulnerable or disadvantaged pupils at our school. The numbering of each challenge does not qualify the level of importance or concern of a challenge.

Challenge number	Detail of challenge
1	To ensure our pupils receive Quality First Adaptive Teaching – We recognise that our pupils become stronger learners when their teachers are highly trained and are experts in their field. When teachers are able to deliver exciting, engaging and coherent lessons which respond to the individual needs of all pupils, outcomes and satisfaction in learning improves.
2	To ensure our pupils develop strong metacognition skills – We recognise that emotional regulations and resilience of our pupils, especially our vulnerable or disadvantaged, needs strengthening and supporting. Not all our pupils have a wide range of cognitive and metacognitive strategies to use when dealing with challenging academic work or in other social situations.
3	To ensure our pupils are supported and encouraged to attend school regularly - We recognise how important good attendance at school is. Our pupils, including our vulnerable or disadvantaged learners across both key stages, have good levels of overall attendance, which are above national norms. However, when individual pupils are struggling to attend school regularly, we aim to intervene early to provide support to pupils and their families.
4	To ensure that our pupils develop strong literacy skills – We recognise how fundamentally important it is that all our pupils, especially those who may be vulnerable or disadvantaged, become skilled readers and writers. Proficiency in reading, writing and oracy are vital in ensuring our pupils can access our broad, balanced curriculum as well as the world beyond education.
5	To ensure that our pupils develop strong numeracy skills – We recognise that mastering important numeracy skills can be challenging for some of our pupils. Supporting our vulnerable or disadvantages pupils to make excellent progress in maths will help ensure that these basic and fundamental life skills are secured.
6	To ensure that our pupil’s mental health and wellbeing is prioritised – We recognise how exceptionally challenging recent times have been for our pupils and their families. Our vulnerable or disadvantaged pupils have often been more deeply impacted by difficult social and financial conditions than their non-disadvantaged peers. We understand how important good mental health and wellbeing is to our pupils’ success in and out of the classroom.
7	To ensure our pupils are prepared and inspired to access their learning – We recognise that a wide variety of factors and lived experiences can place demands on our pupils which impact their ability to be prepared to positively approach their learning. Both through systematic procedures and individualised support, our vulnerable or disadvantaged pupils are supported to ensure they are able to engage fully in lessons and that they are developing high aspirations for their future.
8	To ensure our pupils access wider curriculum experiences – We recognise that some of our vulnerable or disadvantaged pupils may struggle to fully access the many opportunities offered as part of our wider curriculum (e.g. trips, visitors, interventions, clubs, and community events). We ensure that teaching and support staff personnel work to predict where barriers may exist and actively seek preemptive solutions.

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 Outcomes (What we aim to achieve)	Success criteria (How we will demonstrate this)
<p>1. To ensure our pupils receive High Quality Adaptive Teaching</p> <ul style="list-style-type: none"> We aim to continue to improve end of year outcomes among our disadvantaged pupils across our broad curriculum. We aim to further develop staff awareness of the needs of vulnerable or disadvantaged pupils and the specific strategies that should be adopted to accelerate their progress and deepen learning. 	<ul style="list-style-type: none"> Staff provision and planning reflects the identified needs of our vulnerable or disadvantaged learners and their outcomes are accelerated and closer to that of their wider cohort Pupil Passports offer bespoke strategies to support vulnerable or disadvantaged pupils and raise attainment. Pupils and parents/carers feel that their needs are known and understood which has led to higher levels of engagement, academic progress and increased self-worth through the strategies adopted.
<p>2. To ensure our pupils develop strong metacognition skills</p> <ul style="list-style-type: none"> We aim to improve metacognitive and self-regulatory skills among vulnerable or disadvantaged pupils across all subjects. 	<ul style="list-style-type: none"> Teachers embed the 'Thinking Matters' CDP and apply demonstrable skills and strategies to use in the classroom. Pupils participate in metacognition workshop training (Resilient Me) and can be observed applying learned strategies and/or prompted by teachers to deploy learned strategies. Teacher reports and class observations suggest vulnerable or disadvantaged pupils are more able to monitor and regulate their own learning. Vulnerable or disadvantaged pupils more regularly demonstrate independence and resilience when faced with new challenges and/or stretching activities.
<p>3. To ensure our pupils are supported and encouraged to attend school regularly</p> <ul style="list-style-type: none"> We aim to improve rates of attendance and decrease persistent absence in vulnerable or disadvantaged pupils. 	<ul style="list-style-type: none"> Attendance and persistence absence rates of our vulnerable or disadvantaged pupils are improved to fall in line with those of the wider cohort Attendance and persistent absence rates of our vulnerable or disadvantaged pupils meet or exceed national (FFT) rates Attendance rates for our vulnerable or disadvantaged pupils are above 96%
<p>4. To ensure that our pupils develop strong literacy</p> <ul style="list-style-type: none"> We aim to improve reading comprehension and writing attainment among vulnerable or disadvantaged pupils. 	<ul style="list-style-type: none"> Standardised reading assessments (Star Reader/Testbase) of our vulnerable or disadvantaged pupils demonstrate accelerated progress and improved comprehension with a smaller disparity between the scores of disadvantaged pupils and the wider cohort

	<ul style="list-style-type: none"> • 90% of all year 8 pupils are reading at or above chronological upon transition to their next education setting, including those who are vulnerable or disadvantaged. • Writing moderation confirms in-year progress and end of Key stage 2 improvement in writing attainment of vulnerable or disadvantaged pupils with the gap narrowing toward 85% ARE compared to the wider cohort • Where a pupil's reading/writing attainment falls 2 or more years below their chronological age, reading intervention is begun, monitored and progress measured in Provision Map.
<p>5. To ensure that our pupils develop strong numeracy skills</p> <ul style="list-style-type: none"> • We aim to improve numeracy skills and mathematical fluency among vulnerable or disadvantaged pupils. 	<ul style="list-style-type: none"> • Standardised mathematics assessments (Star Maths/Testbase) of our vulnerable or disadvantaged pupils demonstrate accelerated progress with a smaller disparity between the scores of disadvantaged pupils and the wider cohort. • 85% of all year 8 pupils are working at age related expectation or higher upon transition to their next education setting. • Where a pupil's mathematics attainment falls 2 or more years below their chronological age, mathematics intervention is begun, monitored and progress measured in Provision Map.
<p>6. To ensure that our pupils' mental health and wellbeing is</p> <ul style="list-style-type: none"> • We aim to achieve and sustain improved mental health and wellbeing for all pupils, including those who are vulnerable or disadvantaged. 	<ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations demonstrate that pupils feel more confident and able to emotionally regulate. • Vulnerable or disadvantaged pupils requiring specialist mental health and wellbeing intervention and support are identified and provided with support in a timely manner (e.g. Pastoral Support Assistant, PP Champion, Space, outside agency referral). • Training is provided for members of specialist staff to identify and provide targeted support for disadvantaged pupils' mental health and wellbeing needs (e.g. ELSA, Mental Health Champion, EHA/Safeguarding). • Tools and strategies associated with 'Zones of Regulation' are deployed to support emotionally vulnerable or disadvantaged pupils • Pupil leadership in mental health and wellbeing is developed through wellness ambassadors to support peers
<p>7. To ensure our pupils are prepared and inspired to access their learning</p>	<ul style="list-style-type: none"> • In-year and end of key stage 'attitude to learning' scores demonstrate the gap narrowing between

<ul style="list-style-type: none"> We aim to reduce the gap between vulnerable or disadvantaged pupil's attitude to learning scores and that of the wider cohort. We aim to ensure vulnerable or disadvantaged pupils are ready to transition to their next phase of education. We aim to improve the behaviour of vulnerable or disadvantaged pupils resulting in fewer exclusions We aim to support pupils who struggle to have the required equipment for learning 	<p>vulnerable or disadvantaged pupils and the wider cohort.</p> <ul style="list-style-type: none"> Recorded incidents of undesirable behaviour is reduced from individual starting points and the number of rewards (House Points) is increased. The gap between vulnerable or disadvantaged pupils and the wider cohort narrows in in-year and end of key stage exclusion rates. Engagement with the school from parents/carers of vulnerable or disadvantaged pupils is improved through attendance at parents evening, tutor/HOY phone calls and meetings and via pupil passport dialogue. Improve pupil engagement and focus in lesson by ensuring that they are equipped to access learning (e.g. stationary, uniform, technology)
<p>8. To ensure our pupils access the Wider Curriculum</p> <ul style="list-style-type: none"> We aim to increase participation in and access to the Wider Curriculum (academic, elective, enhancement, intrinsic) for our vulnerable and disadvantaged pupils. 	<ul style="list-style-type: none"> Attendance of all pupils, including vulnerable and disadvantaged at clubs/groups increases. Vulnerable or disadvantaged pupils receive personalised support and invitation (through the PP Champion) to encourage them to access and engage in enrichment/elective activities (e.g. trips). Obtain pupils voice to identify and respond to gaps in the Wider Curriculum provision

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 & Learning: (School-wide initiatives with positively advantage vulnerable and disadvantaged pupils)

Budgeted cost: **£16,300** (approx. 15% of expenditure)

Activity (What we will do)	Evidence that supports this approach (How it will improve pupil learning experience)	Challenge number(s) addressed
<p><u>TEACHER TRAINING: HIGH QUALITY ADAPTIVE TEACHING</u></p> <p>Join the SSAT's programme to develop teacher's proficiency in Formative Assessment and to embed it into our teaching practice</p>	<p>Formative assessment boosts pupil engagement through techniques to fostering a supportive learning environment where students experience success and motivation increases.</p> <p>Formative Assessment enhances responsiveness in lessons, empowering teachers to collect better evidence and improve learning every lesson.</p>	<p>1,4 and 5</p>

	<p>Formative Assessment achieves positive impacts on pupil outcomes, as evidenced by the EEF’s report (Feb 2019) showing two additional months’ progress in GCSE Attainment 8 scores for pupils in EFA schools.</p> <p>Reference: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/</p>	
<p><u>TEACHER TRAINING: METACOGNITION STRATEGIES</u></p> <p>Develop metacognitive and self-regulation skills in all pupils.</p> <p>Continue ‘Thinking Matters’ initiative. Train a ‘Drive Team’ of teachers to become experts in metacognition and who will, in-turn, provide training to the wider teaching staff.</p> <p>Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning</p> <p>Provide ongoing teacher training, support and release time (CPD).</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) and requires pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 2, 6 and 7
<p><u>IMPELEMENT DIAGNOSTIC/SUMMATIVE ASSESSMENT SYSTEMS:</u></p> <p>Purchase standardised diagnostic reading and numeracy assessments (Star Reader/Star Maths/Testbase/ULS).</p> <p>Purchase standardised diagnostic and intervention programme to support the development of early reading and phonics skills (Unlocking Letters and Sounds – ULS)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Reference: https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</p>	1,4 and 5

<p>Provide training for staff to ensure assessments are administered, recorded and interpreted correctly and appropriate intervention strategies adopted.</p>		
<p><u>CURRICULUM DEVELOPMENT;</u> <u>MATHS:</u></p> <p>Enhance our mathematics teaching and curriculum planning in line with the NCETM Framework, and DfE/EEF guidance.</p> <p>Fund teacher release time to embed key elements of the Maths guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p> <p>Establish a program and strategy to systematically develop skills in mathematics (e.g. Star Maths/Testbase)</p>	<p>To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><u>The NCTEM underpinning principles are:</u></p> <ul style="list-style-type: none"> • Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics. • Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections. • Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching. • Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time <p>Reference: https://www.ncetm.org.uk/</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Reference:</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1 and 5</p>

<p><u>CURRICULUM DEVELOPMENT;</u> <u>ENGLISH</u></p> <p>Develop reading comprehension and writing attainment strategies to focus on the pupils’ understanding of written text.</p> <p>Establish a program and strategy to systematically develop skills for writing across a wide-range of contexts (e.g. Star Reader/Testbase)</p> <p>Fund teacher release time to embed key elements of the English reading and writing guidance in school, and to access CPD offers (including moderation sessions)</p>	<p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities.</p> <p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1 and 4</p>
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Targeted academic support: (Initiatives to support specific vulnerable or disadvantaged pupils)

Budgeted cost: **£49,000** (approx. 45% of expenditure)

Activity (What we will do)	Evidence that supports this approach (How it will improve pupil learning experience)	Challenge number(s) addressed
<p><u>ENHANCE READING PROVISION:</u> Provide targeted small group support as a reading intervention for vulnerable or disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Adopt a programme to deliver phonics intervention where pupils have not yet mastered these early reading skills (ULS)</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan.</p> <p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The phonic programme, Unlocking Lessons and Sounds includes dedicated support for children who fall into the lowest-performing 20%. Called "Ambitious Expectations" this is a set of six focused intervention strategies that support children with reading. An Unlocking Potential Progress Sheet can be used with each child to monitor their progress.</p> <p>Reference: https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 and 5
<p><u>DEPLOY SPECIALIST TEACHING ASSISTANTS:</u> Use specialist Literacy and Numeracy Teaching Assistants to provide, establish and support identified pupils with deficits in their knowledge and understanding through well planned intervention and small group work.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on pupil outcomes. (+3 months).</p>	1,4, 5 and 7

	<p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.</p> <p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistants</p>	
<p><u>TIMETABLE SUPPORTED FLEX/KS3 SUPPORT PROVISION:</u></p> <p>Provide an intensive alternative provision in school to support literacy and numeracy progress (FLEX2 and KS3 'Eboost' Support).</p> <p>Enhance KS3 support provision to include structured development of social skills, community advocacy and employability skills as well as EBacc subject knowledge and skills.</p>	<p>The average impact of small group tuition is four additional months' progress (+4 months), on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to pupils' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3, 4 and 6
<p><u>USE CLASSCHARTS/PROVISION MAPS TO RECORD AND COMMUNICATE INDIVIDUALISED NEED AND THEREPY</u></p> <p>Use ClassCharts and Provision Map to enable teachers to clearly identify vulnerable or disadvantaged pupils and implement their personalised individual targets/strategies (Pupil Passports) to accelerate academic progress and engagement.</p>	<p>NFER research found that schools which are more successful in promoting high attainment had systems in places to meet the individual learning needs of vulnerable or disadvantaged pupils.</p> <p>Reference: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	1, 3, 6 and 7

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Wider strategies (Initiatives to support Personal Development/SMSC, Behaviours and Attitudes)

Budgeted cost:-**£43,00** (approx. 40% of expenditure)

Activity (What we will do)	Evidence that supports this approach (How it will improve pupil learning experience)	Challenge number(s) addressed
<p><u>CONTINUE TO EMPLOY A PUPIL PREMIUM CHAMPION:</u></p> <p>Retain our part-time vulnerable or disadvantaged pupil ‘champion’ to act as an advocate and mentor for PP pupils and families creating a positive, personalised link and to promote positive interactions.</p> <p>Monitor and support families with attendance issues and acute family needs (uniform/food hardship/parenting support/external agency liaison) and investigate ways of removing these barriers to support learning.</p>	<p>Parents and carers play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Reference: https://d288jiego2x7eq.cloud-front.net/e4l-guidance-reports/working-with-parents-to-support-childrens-learning/Working-with-Parents-to-Support-Children%E2%80%99s-Learning_Guidance-Report.pdf?v=1664330559 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 3, 6, 7 and 8</p>
<p><u>PROVIDE ELSA THERAPY</u></p> <p>Continue to employ social and emotional learning (SEL) practitioners to work with vulnerable or disadvantaged pupils providing ELSA and nurture support to address complex needs which are affecting individual pupil’s access to and readiness to learn.</p>	<p>Social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months).</p>	<p>6 and 7</p>

	<p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p><u>ENLIST A YOUTH WORKER/CHAPLAIN:</u> Secure positive role model or mentor (e.g. Christian youth worker/chaplain) for targeted vulnerable or disadvantaged pupils to help raise self-esteem and support wellbeing.</p> <p>Provide a valued-based youth ‘Hub’ lunchtime club to lead and manage active, supported play</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.</p> <p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://www.bathandwells.org.uk/ministry/chaplaincy/chaplaincy-in-schools/</p>	6 and 7
<p><u>FUND OPPORTUNITIES AND RESOURCES RAISE TO ASPRIATIONS, DEVELOP LIFE AND EMPLOYABILITY SKILLS AND PROVIDE ACCESS TO PERSONAL DEVELOPMENT OPPORTUNITIES</u></p> <p>Ring-fence £200/pupil per year to be used to fund wider curriculum opportunities and/or the acquisition of learning materials (e.g. laptops, music lessons, stationary supplies)</p> <p>Invite inspirational speakers and workshop providers into school to engage with groups of pupils to raise aspirations, provide labour market information or develop skills in resilience and</p>	<p>By raising pupils’ aspiration, children and young people develop a positive vision of their future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions tend to fall into three broad categories:</p> <ol style="list-style-type: none"> 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 	2,7 and 8

<p>perseverance (metacognition), creating a high-aspiration culture.</p> <p>Provide funding to support wider Personal Development initiatives and opportunities</p>	<p>3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</p> <p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>https://www.suttontrust.com/our-research/creating-high-aspiration-culture-young-people-uk/</p>	
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Total budgeted cost: £108,790

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 2023 to 2024 academic year (year 4 of our 4-year strategy).

The DfE's most recent data analysis of our school is available at <https://www.compare-school-performance.service.gov.uk/school/143329/hugh-sexey-church-of-england-middle-school>

Our SAT results highlights a continued concern for disadvantaged pupils in relation to their peers. Reading continues to provide a significant area of concern along with maths. We continue to invest in our FLEX2 provision alongside our specialist TA and small groups learning facilities to support disadvantaged learners at KS2. The Question Level Analysis (QLA) capabilities within the new Testbase Maths and English assessments system, better identify gaps in specific skill development, where remedies can be applied through specialist TA/small group interventions

2023-24 Pupil outcomes at the end of Year 6

2023 (%)	RWM		Reading		SPAG		Maths		Writing	
	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
2023 (all 154 pupils)	59	5	77	23	66	16	72	16	75	7
vs National Average	+2	-1	+3	-5	-6	-16	+1	-8	+3	-6
Not PP			80	22	68	17	77	17	78	8
PP/not SEND			66	4	62	13	62	8	67	4
Compared to HSMS Non-PP			-14	-18	-6	-3	-15	-9	-9	-4
SEND			31	6	6	6	18	0	12	0

2023-24 Year 8 Exit Data – teacher assessed

KS3 disadvantaged pupils also generally achieved well, with 70%+ of PP (Not SEND) pupils achieving ARE+ in core subjects. We continue to strive to raise that towards 80%; in line with the wider cohort. In most EBacc subjects, while disadvantaged pupils (PP but not SEND) still achieved slightly lower outcomes than

their non-disadvantaged peers, 79 % or more reached ARE+ (Grade 8.4-8.9). The intensive support provided through our new FLEX3 learning provision, seeks to improve literacy skills for our most challenged pupils. Combined with investment in specialist small group learning facilities in maths, the aim to narrow the gap for our disadvantaged learners.

Attendance Headlines

Although overall attendance in 2023-24 was lower than our desired 96% threshold, it was broadly in line with national average at 94.1 % for KS2 (compared to 94.3% Nationally) and 92.0% for KS3 (compared to 90.8% nationally).

Attendance of our vulnerable or disadvantage pupils is strong compared to their peers nationally, with KS2 FMS6 attendance being -1.5%, and KS3 pupils being +2.2%. SEND and EHCP pupils in both KS2 and KS3 also have absence rates which are broadly in line with national norms. We continue to work to improve attendance of vulnerable and disadvantage pupils to bring them in line with their non-disadvantaged peers, having invested significantly in human resources to identify and support attendance concerns.

Wider Support for vulnerable or disadvantaged pupils

Through the use of Class Charts and Provision maps, the individual needs of pupils are shared with practitioners. This helps to ensure that barriers to learning are identified and communicated effectively so that they can be broken down in all lessons. Our specialist pastoral support team, including ELSA, works directly with families to build secure, trusting relationships. Home visits and family meetings are regularly undertaken as a means of supporting vulnerable families. Pupil voice exercises confirm that pupils feel safe and valued. This is also articulated by and demonstrated through our pupils' choice to seek out support from trusted adults across the school. This work is quality assured through the Trust central team, and noted in recent inspections.