

# 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	Codsall Middle School
Number of pupils in school	526
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025, 2025-2026, 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2027
Statement authorised by	Kirstin Reade (Head of School)
Pupil premium lead	Kirstin Reade
Governor / Trustee lead	Danny Smith (LAB lead)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127480

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our core objective in using the Pupil Premium funding is to improve the attainment of eligible pupils. We pride ourselves on the progress pupils make across their four-year journey at Codsall Middle School but historically levels of attainment have been lower for pupils eligible for free school meals – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start our school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, ‘Making Best Use of Teaching Assistants’, the ‘Pupil Premium Guide’ and the EEF Teaching and Learning Toolkit to inform our decision making.

We have identified three key areas that will, which we believe will, maximise the impact of our pupil premium spending in achieving our core objective of improving the achievement of pupil premium pupils in all year groups:

### Improve the achievement of pupil premium pupils in all year by...

Providing high quality teaching and learning to accelerate progress

We will continue to ensure that all children across the school receive high quality teaching by:

- Setting high expectations
- Sharing good practice within the school and across the MAT and drawing on external expertise
- Providing high quality CPD
- Using assessment outcomes to maximum impact in the classroom
- Helping all pupils to become assessment capable learners who understand their next step
- Expecting ‘challenge for all’ in every lesson

Providing highly effective targeted academic support

- Encouraging pupils to make links and apply skills across the broad curriculum improving attendance and punctuality
- Finding opportunities to offer additional support throughout the school day, outside core school hours and during holidays

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming or those that are lower attaining
- All staff use achievement data formatively in teaching, planning and to target support
- We use research (Such as the EEF Toolkit) to support us in determining the strategies that will be most effective
- Support will be personalised by looking at the individual needs of each child and identifying their barriers to learning
- Additional support staff and class teachers communicate regularly
- We expect 'best practice' use of support staff in classrooms and in interventions
- Where needed, other agencies to bring in additional expertise

Using a range of wider strategies to address the educational, social and emotional needs of the pupils

We will provide a culture where:

- Staff believe in ALL children
- All pupils believe they can succeed, there are "no excuses" made for underperformance
- Staff work proactively to overcome barriers
- Staff support children to develop positive attitudes towards learning
- Support is provided for parents/carers to develop their own skills (parent workshops, information evenings) and aid their children's learning
- Interventions are tailored to the needs of the child
- Children's strengths are recognised and built on to further boost confidence
- Gaps are identified whether these be educational or social and pupils supported accordingly.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of Pupil Premium in transitional groups is generally lower than that of their peers.</p> <p>At the beginning of academic year 2024, GL assessments indicated that disadvantaged pupils in transitional groups in year 5 had an average SAS of 94.2 in Maths compared to 102.8 for other pupils; for English 90.8 for PP and 101.1 for other pupils. We have seen in previous years that during the year the gap narrows slightly as disadvantaged pupils made better than expected progress in the 4year journey of our 23/24 year 8 cohort.</p>
2	<p>Assessments of the Y5 pupil cohort indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 5 the average standard age score for reading was 90.8, compared to 101.1 for the cohort in general. This gap seems to be increasing yearly with the past 3 years seeing an increase of -2.6 to -10.3, although disadvantaged pupils make expected progress at CMS, their attainment gap cannot be bridged whilst gaps are growing.</p>
3	<p>Acknowledgment of intersectionality within the mobile pupils joining our year 7 cohort 2024-2025. Within the 21 pupils who joined us in Year 7 in September 2024, 13 of the pupils are pupil premium and 7 of the pupils SEND. We have already identified from our historical data that whilst mobile pupils make expected progress over the course of their journey with us, their progress is not as rapid as that of their peers.</p>
4	<p>Our observations and pupil voice indicate that disadvantaged learners with low perceived learning capability and low self-regard as learners can have lower aspirations. This can also be reflected in poor organisational skills.</p>
5	<p>Our attendance data is still following the same trend that since COVID, attendance among disadvantaged pupils has been between 2-5% lower than that of non-disadvantaged pupils.</p> <p>23% of disadvantaged pupils have been 'persistently absent' compared to 7.7% of their peers during the year to date so far. Our assessments and observations indicate that absenteeism is/can negatively impacting disadvantaged pupils' progress.</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
Improved attainment and progress of disadvantaged pupils in transitional groups.	By the end of our current plan, the gap between the whole cohort and pupil premium pupils should have narrowed. With their year 5 journey showing pupils in English gaining 95 SAS (compared to 90.8 on entry) and Maths gain 98 SAS (compared to 94.2 on entry). This will be through targeted interventions with these pupils both inside core lesson time and outside of core lesson time.
Improved reading comprehension amongst the Year 5 2024-25 cohort.	SAS for reading increases to 95 SAS (compared to 90.8 on entry). Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Reading fluency focus across the school will hopefully see an improvement in SAS. New phonics intervention programs will hopefully help with fluency too.
Improved attainment among disadvantaged pupils in mobile groups	By the end of our current plan in 2026/27, disadvantaged pupils progress is in the higher than expected category in line with their peers. QLA completed for assessments to ensure all gaps are identified accurately. Interventions targeted for specific pupils. All mobile pupils to be sat at fronts of lessons and GL data interrogated.
Improved self-efficacy amongst disadvantaged learners.	Pupil voice (through the PASS survey) demonstrates higher levels of perceived learning capability and self-regard as learners. Teachers should also have recognised this through the increased independence and resilience in lessons.  <i>In (Feb 23) kS2 an increase in all areas of student attitudes identified:</i> <i>Feelings about school 76.6 --- 78.7</i> <i>Attitudes to teachers 75.8 ---77.1</i> <i>Confidence as learner 61.8 --- 63.8</i> <i>Attitudes to attendance 71.3 --- 74.9</i> <i>In kS3 signif increase in all areas of student attitudes identified, except confidence as learners (Feb 23):</i> <i>Feelings about school 70.0 --- 78.1</i> <i>Attitudes to teachers 66.9 ---76.9</i> <i>Confidence as learner Attitudes to attendance 65.4 --- 73.0</i> Pupil voice continued to be used to monitor these areas.
To achieve and sustain improved attendance for all	Sustained high attendance by 2024/25 demonstrated by: the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 2%.

<p>pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"><li>• the percentage of pupils who are persistently absent among disadvantaged pupils being no more than 10% higher than their peers.</li></ul>
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## 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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase standardised assessments that offer important diagnostic information for teachers.</p> <p>We will use these tests to help pupils become assessment capable learners who understand their next steps.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil, to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a></p>	<p>1, 2, 3</p>
<p>Provide high quality feedback that helps pupils progress more rapidly.</p> <p>This will involve ongoing training and support.</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><a href="https://educationendowmentfoundation.org.uk/Feedback/">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>
<p>Enhance our Maths teaching and curriculum planning to maximise progress.</p> <p>We will provide specialist Maths CPD opportunities and allow teachers time to embed good practice.</p> <p>We will also support colleagues in accessing Maths specialism courses.</p> <p>We will provide opportunities to allow colleagues to collaborate with Maths teachers from other settings.</p>	<p>Evidence suggests that effective teaching of Maths assesses pupils' prior knowledge and understanding effectively, employs manipulatives and representations, teaches problem solving strategies. It requires pupils to develop connections in mathematical knowledge and independent learning skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a></p>	<p>1, 3</p>

<p>Develop the reading comprehension strategies of all pupils as a basis for progress across the curriculum.</p> <p>We will purchase Grammarsaurus which will help other subjects to ensure reading material is best suited for pupils in their groups.</p> <p>We will fund Teaching Assistants to carry out pre-reading activities.</p> <p>We will continue to use the Mastery English style of teaching and resources, funding CPD where necessary.</p>	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. These involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.</p> <p><a href="https://www.eef.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>Provide high quality teaching and learning to accelerate progress across the curriculum</p> <p>We will fund high quality, bespoke CPD to all staff.</p> <p>We will fund our Teaching and Learning Team who will coach teachers and ensure there is consistency in best practice for disadvantaged pupils.</p> <p>We will provide well-structured support for Early Career Teachers (ECT).</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority for pupil premium spending.</p> <p><a href="https://www.d2tic4wvo1iusb.cloudfront.net/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf">Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1,2,3,4
<p>Develop self-efficacy in pupils.</p> <p>We will do this by developing self-regulation and metacognition skills in all pupils.</p> <p>This will involve ongoing training, support and release time.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	3,4,5

<p>We will purchase the PASS survey to help us monitor progress.</p> <p>We will fund enrichment activities aimed at boosting disadvantaged pupils' self-regard as learners.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Metacognition_and_self-regulated_learning.pdf">EEF Metacognition and self-regulated learning.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 57,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Equip disadvantaged pupils to access digital resources.</p> <p>We will provide appropriate resources for pupils to access from home, if needed.</p> <p>We will fund TA hours to provide 'wraparound' opportunities to use in-school resources.</p>	<p>Many reviews identify lack of technology as a barrier to successful remote learning (such as homework remotely). It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.</p> <p><a href="https://educationendowmentfoundation.org.uk/Rapid-Evidence-Assessment-summary.pdf">Rapid Evidence Assessment summary.pdf</a> (educationendowmentfoundation.org.uk)</p>	1, 3,
<p>Provide structured interventions appropriate to the needs of the pupils.</p> <p>We will provide tutoring for mobile pupils and pupils in year 5. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>We will fund 1:1 and small group interventions led by teaching staff and HLTAs.</p> <p>We will fund TA hours to provide 'wraparound' interventions for vulnerable pupils, particular in year 5 where the gaps in entry data for PP is so large.</p>	<p>Tuition targeted at specific needs such as our transition groups and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. These identified from critical QLA allowing for targeted tutoring:</p> <p><a href="https://educationendowmentfoundation.org.uk/One-to-one-tuition">One to one tuition   EEF</a> (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/Small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2,3, 4
<p>Provide subsidies to allow disadvantaged pupils to</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring</p>	2, 3, 4

<p>access an enriched curriculum.</p> <p>We will fund subsidies for instrumental lessons, curriculum enrichment and residentials.</p> <p>We will allocate funds for disadvantaged pupils to choose books for the school library.</p>	<p>disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Support basic skills across the curriculum</p> <p>We will use teaching assistant time to support 'pre-reading' for foundation subjects.</p> <p>We will purchase Doodle Maths to use with PP pupils in year 5 where we have identified fluency gaps.</p>	<p>Reading comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>We will appoint Attendance/support officers to improve attendance.</p> <p>We will subsidise breakfast club and arrange sports clubs before school and enrichment to overcome barriers to attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5

<p>Support pupils' social, emotional and behavioural needs.</p> <p>We will fund wellbeing TAs. We will provide them with high-quality training (e.g. ELSA). They will be given timetable time to support pupils 1:1 or in classrooms.</p> <p>We will provide an invitation-only lunch club for vulnerable pupils.</p> <p>We will provide all pupils with access to mental health training and support (Mindsafe, Mental Health Champions).</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5</p>

**Total budgeted cost: £127200**

## 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.

Our internal assessments at the beginning of the 2023-24 academic year suggested that the attainment of disadvantaged pupils was lower than in previous years in key areas of the curriculum. It seems that over the past few years, attainment in Maths (particularly) for disadvantaged pupils was significantly lower than that of their peers. With the 2023-24 year 5 cohort being 11.2 SAS points below that of their peers in English (average SAS 91.8). In English, they were 7.4 SAS below their peers (average SAS 95.6). These figures have flipped in 2024-25 with English seeing the widest gap.

Our assessment of the reasons for these outcomes is that we are still feeling some elements of gaps within learning due to the disruption of Covid 19. Also, due to a drop in pupil premium totals from first schools. These drops result in less funding and therefore less resources to support these pupils and change data dramatically.

By the end of the academic year 2023-24, the Pupil Premium Strategy at Codsall Middle School had shown significant impact. Disadvantaged pupils had made progress in line with their peers by the end of the 4 year journey. In English, all pupils made an average of 8.3 SAS progress, disadvantaged pupils made 8.6 SAS points progress. In maths, all pupils made on average 3.1 SAS points progress, disadvantaged pupils made 3.2 SAS points progress.

Our evidence gathering showed that one of the key factors behind this progress was a very prompt start to a wide programme of remote tutoring (some of this dating back to the pupils return after covid). This worked alongside tailored interventions such as 'wraparound' support and in-school small group or 1:1 tutoring. As disadvantaged pupils were prioritised for these provisions, they helped these pupils to achieve accelerated progress.

During the academic year 2023-24, disadvantaged pupils continued to make progress in line with, or more rapidly than their peers. However, despite the better than expected progress, disadvantaged pupils were still attaining below their peers in some areas. Therefore there is a focus on reading in the year 5 cohort (2024-25) and in mobile groups in both year 7 English and Maths.

Update October 2024

Year 8 4 year journey at the end of academic year 23/24

Maths	Progress			Attainment		
	All	PP	Difference	All	PP	Difference
Year 5	9.4	6.6	-2.8	101.5	91.4	-10.1
Year 6	-1.7	-3.5	-1.8	99.8	87.9	-11.9
Year 7	1.1	6	4.9	99.7	93.1	-6.6
Year 8	3.1	3.2	0.1	102.8	96.3	-6.5
English						
Year 5	6.2	4.9	-1.3	103.2	96.9	-6.3
Year 6	1	-1.3	-2.3	104.2	95.6	-8.6
Year 7	-5.7	-4.8	-0.9	97.1	89.6	-7.5
Year 8	8.3	8.6	0.3	105.4	98.2	-7.2

Pupils eligible for pupil premium made expected progress across years 5, 7 and 8 in their Maths. In English, pupils made expected progress in years 5 and 6, and better than expected progress in year 8. In year 6 in Maths they made less progress and in year 7 English so these areas are focus areas moving forward in the SDP 2024-25. Both progress and attainment figures for the year show that the gap closes as pupils move through the school but it is important that we work with our feeder schools to ensure that the attainment gap for disadvantaged students is smaller on entry. The four year journey data is very strong showing disadvantaged pupils made more rapid progress than their peers in Maths, making better than expected progress over the 4 years. In English disadvantaged pupils made expected progress across the 4 year journey.

Although overall attendance in 2021-22 was lower than in the years before COVID, it was higher than the national average at 93.8%. Absence among disadvantaged pupils was 2.6% higher than their peers. The proportion of disadvantaged pupils who were persistently absent increased over the COVID effected years (from 11.3% of disadvantaged pupils being identified as PA in 2019 to 33% in 2022. These increasing gaps are why attendance is a focus of our current plan.

Update October 2024

Overall attendance in 2023-24 rose by 0.8% to 94.7%, whilst PA pupils reduced by 5% to 11.3%. both these figures compare positively to national figures. Attendance of pupil premium pupils rose only slightly to 91.4%\* (+0.1%) . However, there was a significant reduction in the proportion of pupils eligible for the pupil premium who were PA, down

5.8% to 27.8%. There is still work to be done in reducing the attendance gap for this group of pupils.

*NB Two pupils have been removed from this data because of their circumstances\**

2024-2025 year to date data shows Pupil Premium attendance at 93.4% compared to whole school of 96%. National average attendance data is 88.5%, suggesting our pupils are well above national average. Our Pupil Premium persistent absentee data is at 23% and while higher than that of their non-disadvantaged peers, the gap is shrinking compared to the percentages we saw in 2022-2023. However, still needs to be a focus until the gap is in line with our target.

We still continue to see pupil behaviour, wellbeing and mental health being impacted by certain events and that there are still issues since Covid. The impact was particularly acute for disadvantaged pupils. We will continue to use pupil premium funding where needed to provide wellbeing support for all pupils, and targeted interventions where required. Parent and pupil feedback and individual case studies demonstrated that these measures had a strong positive effect on the wellbeing of pupils so we are building on that approach in our new plan.

Updated October 2024

75% of PP pupils engaged with our extensive extra-curricular offer, the same proportion as of the population as a whole. Bespoke enrichment opportunities were arranged for vulnerable pupils not engaging (e.g. farm visit, Racecourse visit).

Results from the PASS survey (2023, due to be repeated 2025) show positive impact on the attitudes of pupils eligible for the pupil premium. In the key areas identified pupils had more positive responses when asked in 2023. Pupils in KS3, who have been at our school longer showed more significant improvements. The 'confidence as learners' attitude is evident as an area where further impact is needed.

In KS2 increase in all areas of student attitudes identified (Feb 23):

Feelings about school 76.6 --- 78.7

Attitudes to teachers 75.8 ---77.1

Confidence as learner 61.8 --- 63.8

Attitudes to attendance 71.3 --- 74.9

In KS3 signif increase in all areas of student attitudes identified, except confidence as learners (Feb 23):

Feelings about school 70.0 --- 78.1

Attitudes to teachers 66.9 ---76.9

Confidence as learner 60.5 --- 60.3

Attitudes to attendance 65.4 --- 73.0