

Pupil premium strategy statement – Midpoint Centre 336/1103

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	94% (36)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	13-11-2023
Date on which it will be reviewed	01-09-2024
Statement authorised by	K. Sandhu
Pupil premium lead	A. Arnold
Governor / Trustee lead	B. Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,430
Recovery premium funding allocation this academic year	£19,950
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>	£0
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>	£57,380

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to improve the academic and pastoral outcomes for disadvantaged students so that their long term outcomes and opportunities improve and are at least in line with their non-PP peers.

We aim to close the gap between non-disadvantaged and disadvantaged students in all areas, including attendance and punctuality, and to ensure that money allocated for Pupil Premium funds are used appropriately to close these gaps.

Challenges

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

Challenge number	Detail of challenge
1	Curriculum - Disadvantaged students may have larger barriers to overcome in terms of basic literacy and numeracy levels, having potentially been disadvantaged for a prolonged period of time before joining us in KS4. This impacts on the attainment and progress in all curriculum areas and their ability to access learning.
2	Curriculum – Disadvantaged children may have lower levels of cultural capital than peers which limits their ability to apply own experiences to their learning.
3	Pastoral – Disadvantaged students may have lower levels of resilience and confidence, impacting on motivation to succeed and hindering the development of a growth mindset.
4	Attendance – Disadvantaged students may have lower attendance than peers limiting the impact of in school intervention and quality first teaching; ultimately affecting their progress and attainment.

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
Outcome and attainment for disadvantaged students improve	Attainment gap between PP and non-PP reduces.

	The proportion of PP students attaining GCSE grades in English and Maths as well as high grades in BTEC science increase.
Data analysis and evidence informed intervention supports the disadvantaged students	All staff using Power Bi to monitor performance of key groups and developing intervention to meet need and bridge gaps, this is effectively tracked and monitored.
The quality of classroom provision increases	The proportion of good or outstanding lessons increases and all students engaged in learning. Staff CPD and sharing of best practice focuses on strategies to meet the needs of the disadvantaged student.
Students well-being is developed and pastoral needs are met.	Strong relationships developed between students and staff, allowing for needs to be assessed, identified and met. THRIVE intervention and induction programmes are effectively utilised to support well-being.
The attendance and punctuality of disadvantaged students improves	In-school attendance gap decreases between PP and non-PP students. Overall attendance for PP students increase and positive relationships developed between home and school.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of subject specialist teaching and support staff, in a wider range of core and option subjects to support high quality teaching and learning	Key strategies- Individualised instruction Feedback Monitoring Small group tuition 1-1 tuition Reducing class sizes Use of teaching assistants	1 and 4
High quality, specialist CPD, particularly on the	Key research -	1

use of data and ICT processes to support the effective tracking monitoring of intervention	www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/	
Super Curriculum Activities	Opportunities to access provisions that would normally be outside the scope of the young people for example, sailing, boxing.	30

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Revision guides for students</i>	Key strategies- Homework	1
<i>Access to GCSEPod and online revision tools.</i>	Key strategies- Homework	1
Additional revision sessions available in core subjects	Key strategies- Small group tuition Individualized instruction	1
THRIVE intervention	Key strategies- Aspirations intervention Mentoring	3
Priority CEIAG support	Key strategies- Aspirations intervention Mentoring	3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed Attendance officer and EWO support for	Key strategies- Pastoral intervention	4

disadvantaged students – including home visits		
Allocated tutor with responsibility for communication home	Key strategies- Aspirations intervention Mentoring	4

Total budgeted cost: £60,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last academic year we had 29 PP students out of a cohort of 35.

Average grades for PP- NonPP were as follows –

Science 1.83- NA

Maths .62-.67

English 2.00- 2.00

Photography 2.00- NA

Food 5.00- 3.00

Art 2.67- 2.00

The data does not indicate a significant gap between PP and Non however group numbers are small and therefore data is not as reliable. Given the nature of our provision, all students are disadvantaged in some capacity so additional support and intervention required for all. New interventions and initiatives in place for 2022-2023.

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)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

All students have a personal transition coach to ensure clear progression onto an appropriate P16 pathway.