

Pupil premium strategy statement – West Moors Middle School

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	251
Proportion (%) of pupil premium eligible pupils	43.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24; 2024/25; 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Deborah Craddock Headteacher
Pupil premium lead	Teri Davies
Governor / Trustee lead	Ron Rox (Vice Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,925
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£21,866
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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	£139,791

Part A: Pupil premium strategy plan

Statement of intent

At West Moors Middle School, we want all pupils, regardless of their background or the challenges they face, to make good progress and achieve well across all subject areas. This strategy has been written to make sure that pupils who qualify for pupil premium support also achieve their goals and to prevent any difference in attainment or progress in their peers, including progress for those who are already high achievers. We will focus on the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and the activities in this statement are also meant to support their needs, regardless of whether they are disadvantaged or not.

In line with the Education Endowment Foundation, we use a three-tiered approach to Pupil Premium spending to improve teaching (click [here](#)), provide targeted academic support and implement wider strategies.

1) High Quality Teaching

- i. A whole-school approach in which all staff take responsibility for vulnerable pupils' outcomes and have high expectations for achievement
- ii. Provision of High Quality Inclusive Teaching (HQIT) for all pupils
- iii. A whole school approach to reading where all pupils have access to a wide range of high level vocabulary.

2) Targeted Academic Support

- i. Identifying challenges early and providing support

3) Wider Strategies

- i. Identifying wider challenges, including attendance, engagement in learning, mental health and wellbeing, safety, provision of resources, and ensuring that all children will have equal access to their education.

With high quality teaching integral in our approach, we will make sure that disadvantaged students will be challenged in their work and that staff will be able to identify and proactively respond to emerging needs and challenges. We closely track and monitor attendance, behaviour and engagement with coherent procedures that allow us to continue to work in partnership with families and external agencies in order to achieve the best outcomes for each child.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school. This gap continues to grow during KS2 and KS3.
2	PP students' attendance is lower than their peers on entry to the school.
3	PP students' reading ages are lower on average than their peers on entry to the school.
4	PP students' maths ages are lower on average than their peers on entry to the school.
5	PP students' attitudes to learning is on average lower than their peers, which is reflected both in behaviour and effort.
6	PP students' Home Learning environment, social capital and parental engagement (e.g. attendance at parents'/ carers' evenings), is on average lower than their peers with many students living in areas of significant deprivation especially educational deprivation. This includes children who are homeless and living in hostel accommodation.
7	The impact of Covid-19 and periods of lockdown have had a disproportionate effect on PP students compared to their peers.
8	PP service students are significantly more likely to have moved schools than their peers.

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
Improve student outcomes at KS2 SATs and end of KS3	PP students are on track to make the expected and/ or better progress in line with their own prior data, ensuring they are well-prepared for the next stage of their education
Improve the quality of teaching and learning with HQT in all classrooms	Learning walks, book looks and subject reviews identifies that all students experience lessons that enable at least good progress to be made.

	PP students are on track to make the expected and/ or better progress in line with their own prior data, ensuring they are well-prepared for the next stage of their education
Improve attendance of PP students	Attendance for PP students are in line with their peers by 2024
Improve PP students' attitude to learning and reduce number of Fixed Term Suspensions and Consequences given to PP students so that it is in line with their peers	Attitude to Learning scores for PP students are in line with their peers by 2024 Arbor behaviour data is in line with their peers by 2024 For the % of PP students who receive fixed term suspensions to fall year on year, with the aim of being equivalent to their peers by 2024
Ensure that all students experience a positive learning environment where they feel challenged and confident to contribute in class and to ask questions.	Learning walks and Arbor behaviour data show effective use of behaviour for learning strategies and routines in line with whole school policy
PP students to engage in a wide range of enrichment activities to the same level as their non-PP Peers	An effective system of tracking of participation is implemented Levels of engagement for PP students is in line with non-PP students by 2024
Provide high quality careers provision with meaningful encounters with for example, a careers adviser, and attendance of PP students on careers related trips and experiences, including engagement with the John Egging Trust programme.	Attendance of students at internal and external careers events is in line with Non-PP by June 2024
Improve the literacy of PP students through the Accelerated Reader (AR) programme	Reading ages of PP students in each year group to be in line with non PP students by June 2024 Frequency of AR quizzes to be in line with non PP students by June 2024 PP students are on track to make the expected and/ or better progress in Reading, in line with their own prior data
Improve mathematical arithmetic and reasoning skills through the Maths No Problem! programme	Maths ages of PP students in each year group to be in line with non PP students by June 2024

	PP students are on track to make the expected and/ or better progress in Maths, in line with their own prior data
Increase PP parents'/ carers' engagement with school	Attendance at parents'/ carers' evenings and other school events for PP students is in line with their peers by 2024

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: £40,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support HQT.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1,3, 4
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists	Research reported by the DFE (2016) suggests that student attainment in core subjects such as Maths is greater when delivered by a specialist teacher	1,3, 4
Appointment of a teacher to deliver additional learning sets in Maths in Years 5 and 6, reducing class numbers to facilitate focused support.	EEF high quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-plan ning/1-high-quality-teaching Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported by a leader in delivering high-quality teaching is essential to achieving	1,4, 5

	the best outcomes for all pupils, including those who are disadvantaged.	
CPD and staff meetings/ training implemented to develop consistent high quality behaviour for learning techniques in all lessons	<p>CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies 1,4, have a benefit of significant improvement in learning i.e. +4 Months to learning</p> <p>EEF professional development New EEF rapid evidence assessment on remote professional development</p> <p>Embed and evaluate an incremental video coaching model. 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>	1,3, 4, 5
Termly assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact	1,3, 4
Quality Assurance led by the SLT and subject co-ordinators to provide developmental feedback, identify training needs and to share best practice.	<p>DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'.</p> <p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.</p>	1,3, 4
Use of Tassomai and My Maths as online platforms	<p>EEF digital technology</p> <p>Using Digital Technology to Improve Learning EEF</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.</p>	1,3, 4, 6, 7

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing subject specific revision and intervention sessions. E.g. in school & lunchtime club sessions	<p>Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>Targeted academic intervention of KS2 students in SATs has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.</p>	1,3,4, 5,6
Increased career opportunities and events including the JET programme	<p>The Careers and Enterprise Company (CEC) report (2020): highlights importance of careers guidance.</p> <p>Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	1, 3, 4
Promoting the Accelerated Reader programme to all staff in CPD in Twilight sessions	<p>Accelerated reader has been reported (Baye, Slavin, & Haslam, 2019) to have a significant effect size of +0.24 (p<.05).</p> <p>Reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring. 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. Accelerated Reading Program Renaissance</p>	1,3
Embedding and evaluate an approach to daily tutor time reading across the school, in all year groups	<p>EEF reading aloud to your class</p> <p>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> <ul style="list-style-type: none"> • page 60 Teaching Walkthrus pg142-147 • EEF Guidance Report: Improving literacy in secondary schools 	1,3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Raising attainment through a reading strategy for the whole school with a focus on disadvantaged pupils.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1,3,7
Promoting the Maths No Problem! programme to all staff in CPD in Twilight sessions	Maths No Problem has been evidenced .	1,4
Use of small group tuition using National Tutor Programme	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	1,3,4,7,8
Identifying mid-attaining students for a range of targeted support strategies internally and externally	Teacher Feedback to Improve Pupil Learning EEF Effective Professional Development EEF	1, 3, 4
Maintaining targeted additional English and maths support groups	EEF high quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-plan/1-high-quality-teaching Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported by a leader in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, including those who are disadvantaged.	1,4
Providing an additional non-contact for each subject co-ordinator HQIT and engagement focus.	EEF high quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-plan/1-high-quality-teaching Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported by a leader in delivering high-quality	1,3,4
Embedding and evaluating Daily Deliberate Practice and use of Online Platforms	EEF homework Homework EEF Evidence suggests that homework has a high impact for very low cost.	1,3,4,6,7

	<p>Memory</p> <p>Learning And Memory In The Classroom: What Teachers Should Know (Especially After The Summer)</p> <p>Developing automaticity reduces cognitive load and allows further learning to take place.</p>	
<p>Implementing and evaluating morning intervention SATs (Maths)</p> <p>'Fluent in 5'</p>	<p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>The focus is on improving the quality of teaching.</p>	1,4
<p>Introducing and maintaining reading intervention programme for the bottom 20% readers</p>	<p>Improving Literacy in Secondary Schools</p> <p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p>One to one tuition EEF</p> <p>(educationendowmentfoundation.org.uk) Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	1,3

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase relationship building to develop greater participation and attendance including mental health support with the school's inclusion team and ELSAs as well as the Mental Health Support Team in Dorset Council.</p>	<p>Social and emotional learning EEF</p> <p>(educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. The link between pupil health and wellbeing and attainment Evidence suggests that education and health are closely linked. By promoting the health and wellbeing of our pupils we have the potential to improve both their educational outcomes and their health and wellbeing outcomes</p>	1, 2, 3, 4

<p>Increasing capacity for supporting pupil wellbeing, engagement, safeguarding, attendance and transitions.</p>	<p>DfE Link between health, wellbeing and attainment The link between pupil health and wellbeing and attainment Evidence suggests that education and health are closely linked. By promoting the health and wellbeing of our pupils we have the potential to improve both their educational outcomes and their health and wellbeing outcomes</p>	<p>1, 2, 8</p>
<p>Funding a Forest Schools teacher and provide training and resources.</p>	<p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://www.cambridgeforestschoools.co.uk/schools/forest-school-and-outdoor-learning-research/</p> <p>https://muddyfaces.co.uk/outdoor-hub/forest-school/reports-research</p>	<p>2,5,6,7</p>
<p>Purchasing devices for PP and vulnerable pupils to improve their access to the curriculum.</p>	<p>EEF digital toolkit Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Studies investigating the use of digital technology find that on average, it supports an additional four months' progress over the course of a year.</p>	<p>3, 4</p>
<p>Maintaining the National School Breakfast programme provision with daily bagels.</p>	<p>EEF Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING School breakfasts are more nutritious for some pupils and attending the club effectively prepares pupils for learning. Evidence shows that schools that offer a breakfast club often see an improvement in pupil behaviour and attendance.</p>	<p>2</p>

<p>Supporting the purchase of school uniform items and resources required for lessons (e.g. ingredients) for vulnerable pupils.</p>	<p>EEF Working with parents Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Providing PP pupils with essentials such as uniform contributions 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.</p>	<p>6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>EEF working with parents Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence suggests that working alongside parents as set out in the DfE guidance, to identify barriers and work to support pupils' attendance can have a positive impact on reducing persistent absence.</p>	<p>2</p>
<p>Introducing extrinsic incentives and rewards in school to promote positive behaviour choices and attendance.</p>	<p>Use of rewards Rewarding students: should we? If so, how? 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. Age appropriate incentives can really support children and also provide PP children with experiences they have never had.</p>	<p>2, 5</p>

Funding peripatetic music lessons with a qualified teacher in school.	Use of rewards Rewarding students: should we? If so, how? 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. Age appropriate incentives can really support children and also provide PP children with experiences they have never had.	2,5
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Total budgeted cost: £139,791

Outcomes for disadvantaged pupils

New procedures devised for this academic year. First review September 2024.

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
Accelerated Reader	Renaissance
Power Maths	Pearsons
My Maths	Oxford University Press
Tassomai – An Adaptive Learning Program for Science	Tassomai The Learning Program

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***

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The impact of that spending on service pupil premium eligible pupils

