

Pupil premium strategy statement (West Moors Middle) 2020/21

1. Summary information					
School	West Moors Middle				
Academic Year	2020/21	Total PP budget	£100,000	Date of most recent PP Review	Sept 2020
Total number of pupils	202	Number of pupils eligible for PP	105	Date for next internal review of this strategy	Feb 2021

57 Pupils (PP28, NPP29)	Greater Depth			Age Related Expectations			Not at Age Related Expectations		
RESULTS	PPG	Non PPG	National	PPG	Non PPG	National	PPG	Non PPG	National
READING	17.8%	41.3%	27%	37.9%	53.5%	75%	28.5%	20.6%	25%
WRITING	14.2%	37.9%	20%	41.3%	50%	78%	35.7%	20.6%	22%
MATHS	14.2%	48.2%	27%	27.5%	42.8%	75%	42.8%	24.1%	25%
COMBINED	7%	34.4%		20.6%	37%		17.8%	13.7%	

2. Current attainment Y6		
	Pupils eligible for PP at WMMS	Pupils not eligible for PP at WMMS
% achieving ARE+ in reading, writing and maths	53.5%	75.8%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	1. Poor reading comprehension and reading stamina, leaving them ill equipped to access the rest of the curriculum.
B.	2. Low self-esteem, self-belief and resilience, insecure attachment disorder
C.	3. Access to extended learning opportunities
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	1. Attendance
E.	2. Access to parental support

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
	<ul style="list-style-type: none"> Evidence from lesson observations and book scrutiny is used to closely monitor pupil progress and will provide evidence of good progress being made. 	Progress of PPG is in line with national figures and the difference is diminishing rapidly.

A.	<ul style="list-style-type: none"> • Reading interventions for PP children at class level are monitored for impact by subject leader and PP lead • Whole school timetable amended to include daily reading session from September 2020 • Progress towards narrowing the gap is analysed, acted upon and impacts positively on progress. • Interventions will have a baseline and final outcome to measure the impact of the programme. • Class teachers will measure the impact on work completed during lessons. • Using CPD from PP to embed good practice in lessons, e.g. mark first approach, high quality feedback, knowing pupils well, identification of barriers to learning, planning for PP pupils specifically in lessons. • Embedding metacognition practices, modelling 'how to learn' and 'how do I learn best?' 	<p>All pupils eligible for PP make at least expected progress in reading, writing and maths so that all meet their target for attainment and progress.</p>
B.	<ul style="list-style-type: none"> • All staff are aware of which children have these specific barriers through pupil voice questionnaires, transition information from First School, parent meetings. • Introduction of Zumos across the school to support mental well-being, timetabled sessions daily as a class and weekly for individuals • Positive Communication with parents - Go4Schools introduced Spring 2020 & Its Learning Platform introduced September 2020, regular twitter feed updates, weekly newsletter, website blogs 	<p>Pupil voice questionnaires show that these pupils feel safe and secure in school environment, with lowered anxiety levels and are able to engage in lessons fully. Pupil feedback during counselling sessions. Reduction in number of pupils receiving consequence points on the shared Google Drive for behaviour for homework, meaning PP pupils are in line or better than the non-PP pupils.</p>
C.	<ul style="list-style-type: none"> • All clubs run by school staff are free of charge, priority given to those eligible for PPG, club leaders to monitor uptake. • Letters with reduced costs will be provided with follow up from trip leaders to check the PP uptake on each residential and any trips. • Provision of music tuition (part funded) • Registers for after school clubs will be tracked to monitor PP numbers. Reasons for not attending (transport etc.) will be identified through pupil interviews and alternative provisions made where possible. 	<p>All PP pupils who wish to take part in Residential Visits are not prevented due to financial circumstances. All PP pupils who wish to have Music tuition to learn how to play an instrument are supported to do so (part/ fully funded depending on individual circumstances) Outcomes in lessons linked to trips will be in line with non-pupil premium peers. Pupils will feel included and able to access learning opportunities equally to their peers</p>
D.	<ul style="list-style-type: none"> • Improved attendance figures • Reduction in fixed term and permanent exclusions • All PPG pupils able to access online learning in the case of another lockdown. 	<p>PP pupils show improving attendance from 85.5% which brings them in line with their peers (school target of 96%+) National attendance figures 95.3% (2018-19) By the end of the year attendance of the PP cohort will be in line with or better than National average for Primary and Secondary.</p>
E.	<ul style="list-style-type: none"> • Variety of resources that would enhance and maximise teaching and learning e.g. spellcheckers, electronic dictionaries, guided reading books. • Letter home to all PP pupils, advising them of their eligibility for extra funding. • Advance notice given to PP parents of forthcoming virtual parents' evenings, reminders sent prior to the appointment time. 	<p>Pupils attending homework club will be recorded. Numbers of consequences for late homework will be monitored. Drop ins will monitor pupil use of resources purchased to improve learning in school and at home. Numbers of PP eligible parents attending virtual parents' evenings will be recorded and tracked across the year. Non-attending parents will be contacted and offered alternative appointment times, organized by PP lead and subject teachers. All PP eligible pupils will be offered the chance to join homework club.</p>

5. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach Costs	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils eligible for PP make at least expected progress in reading, writing and maths so that all meet their target for attainment and progress.	Leadership Release for AHT to track and monitor progress of those entitled to PPG	Increased awareness of pupils entitled to PPG, monitoring of PPG impact	Regular tracking by teachers and subject leaders. Progress towards narrowing the gap is analysed and acted upon where necessary Class teachers will measure the impact on work completed during lessons.	SS	Dec 2020 April 2021 June 2021
	Creating streamed teaching groups in Year 5, 6, 7 and Year 8.	Small class size enabling teachers to work more closely with students and provide effective feedback on their learning EEF research this impacts up to +8 months progress In line with EEF research high quality teaching includes: Explicit teaching, scaffolding. Cognitive and metacognitive strategies as well as flexible groupings	Monitor attainment of progress of groups and amend as required to maximise progress	DC/ DE/CW	Dec 2020 April 2021 June 2021
	Specific evidence based interventions, linked to baseline tests, and individual needs identified	EEF research shows that brief 15 -45 minute session 3-5 times per week over a sustained period of 8 -20 weeks, planned by a teacher with assessments used to pinpoint areas of focus and track pupil progress. Timetabled interventions in small groups of children with similar needs Provision of training to LSAs	Timetabled interventions in small groups of children with similar needs Provision of training to LSAs Quality First Teaching/ precision teaching Etc.	DE/AT	Oct 2020 Dec 2020 Feb 2021 April 2021 May 2021 July 2021
	Continued professional development for staff through workshops and courses to maintain and further enhance Quality First Teaching (QFT) & subject leadership.	Impact of QFT Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils according to the EEF guidance on using the Pupil Premium Grant. Provision of Middle Leadership Training starting in Autumn 2 Investment in subscription for staff to access virtual CPD with webinars/ courses delivered by leading experts. CPD certificates provided upon completion. Member of teachers to the National Teaching College	Using CPD from PP to embed good practice in lessons e.g. mark first approach, high quality feedback, knowing pupils well, identification of barriers to learning, planning for PP pupils specifically in lessons. Work scrutiny, drop-ins Provision of Middle Leadership Training starting in Autumn 2 Investment in subscription for staff to access virtual CPD with webinars/ courses delivered by leading experts. CPD certificates provided upon completion. Member of teachers to the National Teaching College	DE	Oct 2020 Dec 2020 Feb 2021 April 2021 May 2021 July 2021
	Attachment training for all staff	All staff to understanding and use effective strategies to support pupils with insecure attachment so they can learn and make progress	Deliver – staff have attended Attachment training – CW/ DC / AD, analyse CPD evaluations and follow up where necessary.	DE	Feb 2021

Total budgeted cost £50000

IMPACT

PPG	Reading				Writing				Maths			
	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8
Summer 2020 Data point 01/07/2020	77.4%	53.5%	40%	52.3%	61.2%	50%	35%	57%	64.5%	42.8%	60%	52%
Summer 2021 Data point 01/07/2021	37.9%	71.3%	31%	26.3%	37.9%	64.2%	31%	26.3%	34.4%	57.1%	17.2%	36.8%

Summer 2020: Data based on *Teacher Assessment looking at ARE & above, Year 6 results based on End of Key Stage 2 Teacher Assessment
 Summer 2021: Data based on *GL assessments yielding standardised scores in Years 5, 7, & 8, looking at 100+SAS = ARE & above, Year 6 results based on End of Key Stage 2 Teacher Assessment

*Direct comparisons cannot be made due to teacher assessments being used in 2020 and standardised GL assessments being used in 2021.

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils eligible for PP make at least expected progress in reading, writing and maths so that all meet their target for attainment and progress.	Deploy core subject leaders and teaching assistants for one-to-one and small group work on personalised programmes of learning and interventions	EEF research shows +4 months progress for small group tuition. EEF research shows that brief 15 -45 minute session 3-5 times per week over a sustained period of 8 -20 weeks, planned by a teacher with assessments used to pinpoint areas of focus and track pupil progress.	Interventions for PP children at class level are monitored for impact by subject leader and PP lead Interventions will have a baseline and final outcome to measure the progress during the programme.	DC	Dec 2020 Feb 2021 April 2021 May 2021 July 2021
All pupils eligible for PP make at least expected progress in reading so that all meet their target for attainment and progress.	Additional tuition to support target groups in Reading – Accelerated Reader	Accelerated reader EEF research evidence shows +5 months progress	Interventions for PP children at class level are monitored for impact by subject leader and PP lead	CW	Dec 2020 Feb 2021 April 2021 May 2021 July 2021

Total budgeted cost £45,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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All staff are aware of which children have these specific barriers through pupil voice questionnaires, transition information from First School, parent meetings.	Use of Go 4 Schools for incentives and rewards for good behaviour choices, resilience and commitment to learning. Nurture group. Timetable ELSA support Attachment training for all staff	EEF Behaviour research shows a moderate impact of +3 months All staff to understanding and use effective strategies to support pupils with insecure attachment so they can learn and make progress	Analysis of Pupil voice questionnaires Pupil feedback during counselling sessions. Increase in the number of children being awarded Praise Points Book training, analyses CPD evaluations and follow up where necessary.	DC DE	Dec 2020 April 2021 June 2021
Improved attendance figures	Sufficient pastoral time is allocated in the timetable to enable Year Tutors and PP lead to monitor and have impact on attendance figures.	Relationships and communication between staff and pupils is consistent and supportive. Tutors listen and managing behaviour positively, following up any incidents and sending positive postcards home. Relationships and communication with parents/ carers will be positive	Parent and pupil feedback Feedback from tutors Reduction in % Persistent absenteeism	DC	Dec 2020 April 2021 June 2021
Increased access to parental support and learning resources through improved communication and targeted spending.	Homework and study club including access to ICT. Enhance resources that would to maximise teaching and learning e.g. spellcheckers, electronic dictionaries, guided reading books. Letter home to all PP pupils, advising them of their eligibility for extra funding. Advance notice given to PP parents of forthcoming parents' evenings.	EEF parental engagement raises attainment by +3 months.	PP Lead to monitor uptake at after school clubs, ICT usage, oversee purchase of resources. Monitor use of Go 4 Schools Track and follow up PPG letters	SS	Dec 2020 April 2021 June 2021

Total budgeted cost £5,000

IMPACT

	Attendance			
	Year 5	Year 6	Year 7	Year 8
Autumn 2020 03/09/20-18/12/2020 whole school 89.76%	89.43%	91.40%	83.90%	83.44%
Summer 2021 19/04/21-23/07/2021 Whole school 88.84%	90.72%	92.79%	79.47%	82.31%

Autumn 2020 National lockdown 2 during November

Spring 2021 National lockdown 3 for Spring 1

Summer 2021

