

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		Number of pupils eligible for PP	104	Date for next internal review of this strategy	Feb 2021

Data based on Teacher Assessment No tests in 2020 due to COVID 19 LOCKDOWN

48 Pupils	Progress from KS1 (non PP)	Greater Depth			Age Related Expectations			Not at Age Related Expectations		
		PPG	Non PPG	National	PPG	Non PPG	National	PPG	Non PPG	National
RESULTS										
READING		24	43	27%	52	81	75%	48	19	25%
WRITING		24	22	20%	44	79	78%	56	21	22%
MATHS		12	30	27%	48	78	75%	52	22	25%
COMBINED										

2. Current attainment Y6 (no progress scores for 2019/20 cohort)

	Pupils eligible for PP at WMMS (national average 2018)	Pupils not eligible for PP at WMMS (national average 2018)
% achieving ARE in reading, writing and maths	% (%)	% (%)
Progress score in reading		
Progress score in writing		
Progress score in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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| 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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	<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?' 	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.
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 	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.
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. 	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
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. 	PP pupils show improving attendance from 93.31% (2018-19) which brings them in line with their peers (school target of 96%+). 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.
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. 	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.

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. Provision of training to LSAs Quality First Teaching/ precision teaching	Drop ins/ observation Use of pre- and post-test assessments for interventions delivered Increased progress over time Child conferencing	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.	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 Middle leader interviews 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 as necessary.	DE	Feb 2021

Total budgeted cost £50000

IMPACT

PPG (all pupils)	Reading				Writing				Maths			
	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8
Autumn 2020												
Spring 2021												
Summer 2021												

Autumn 2020:

Spring 2021:

Summer 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	Oct 2020 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	Oct 2020 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?
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 understand 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 percentage 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				
Spring 2021				
Summer 2021				

Autumn 2020
Spring 2021
Summer 2021

6. Review of expenditure 2019/20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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>1. Appointment of a PP Lead in the school.</p> <p>2. Creating smaller teaching groups in Year 6, 7 and Year 8.</p> <p>3. Professional development for staff through workshops and courses to maintain and further enhance Quality First Teaching & subject leadership</p> <p>4. Attachment training for all staff</p>	<p>1. Raised staff awareness of children entitled to PPG</p> <p>2. High quality sharply focused teaching, leading to rapid progress. EEF research shows +3 months impact for reducing class sizes</p> <p>3. high quality teaching for all, leading to rapid progress, diminishing the difference</p> <p>4. Staff knowledge and understanding of the barriers created through significant attachment needs ensures are more tailored teaching approach enabling pupils to build relationships with staff and achieve.</p>	<p>Staff are all aware of who the PPG pupils are.</p> <p>Streamed for 2020/21 with adult support focused in lower set.</p> <p>Time for professional development built in to weekly staff meetings</p>	£50000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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	Diminish the difference, those entitled to PPG progress and attainment to be in line or better.	During Covid 19 lockdown children entitled to the PPG had the opportunity to access learning through Teams and 1:1 tuition via You Tube lessons, access to internet and suitable device checked.	£25000

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	EEF Toolkit shows +6months positive progress for reading comprehension programmes and +4 months for use of digital technology	Time to set up accelerated reader impacted on how quickly the initiative was up and running prior to lockdown	
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IMPACT

PPG (all pupils)	Reading				Writing				Maths			
	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8
Autumn 2019	45% (47%)	48% (50%)	58% (63%)	32% (40%)	45% (39%)	52% (45%)	47% (57%)	32% (37%)	51% (47%)	33% (47%)	48% (57%)	42% (58%)
Spring 2020	44% (47%)	48% (56%)	50% (57%)	50% (61%)	44% (52%)	36% (50%)	40% (49%)	50% (59%)	55% (52%)	35% (56%)	64% (49%)	45% (59%)
Summer 2020	55% (72%)	52% (66%)	50% (62%)	55% (67%)	67% (68%)	44% (61%)	40% (53%)	60% (76%)	68% (69%)	48% (62%)	64% (68%)	55% (74%)

Autumn 2019: Long term illness of staff negatively impacted on SEND, Maths, English and Science teaching and pupils attitudes to learning.

Spring 2020: Change of Y7&8 English & Maths teachers, targeted groups in Maths and English began January 2020. Subject leadership training took place on 24.1.2020 PP Lead appointed January 2020.

Summer 2020 Covid 19 Lockdown, not all pupils accessed online learning provided

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Lessons learned (and whether you will continue with this approach)	Cost
All staff are aware of which children have these specific barriers through pupil voice questionnaires, transition information from First School, parent meetings.	Use of Marvellous Me / Go 4 Schools for incentives and rewards for good behaviour choices, resilience and commitment to learning. Establish nurture group. Timetable ELSA support Attachment training for all staff	EEF research shows +3months impact for behaviour interventions Social and emotional learning EEF research shows +4months impact	Go 4 Schools to continue Behaviour has improved dramatically Timetable nurture for the afternoon sessions ELSA sessions to be in the mornings Attachment training to be arranged	
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.	Building relationships with Tutors to identify reasons why attendance is an issue. Then addressing these issues to support improved attendance in school.	Impact not as evident due to lockdown.	
	Homework and study club including access to ICT. Enhance resources that would	Increased positive, parental engagement. EEF toolkit shows this has a positive impact of +3 months		

<p>Increased access to parental support and learning resources through improved communication and targeted spending.</p>	<p>to maximise teaching and learning e.g. spellcheckers, electronic dictionaries, guided reading books.</p> <p>Letter home to all PP pupils, advising them of their eligibility for extra funding.</p> <p>Advance notice given to PP parents of forthcoming parents' evenings.</p> <p>Marvellous Me access for their child via an online App.</p>	<p>EEF research shows the impact of homework is +2 months for primary aged pupils and +5 months for secondary aged pupils</p>	<p>Feedback from parents has been generally positive. We need to build on this success</p>	
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Total budgeted cost	£20000
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IMPACT						
	Attendance					
Autumn 2019	96.73	85.20	87.67	92.95	90.72	92.69
Spring 2020	95.69	82.39	87.86	89.34	88.88	91.09
Summer 2020						

Autumn 2019: Long term illness of staff negatively impacted on Maths, English and Science teaching and pupils attitudes to learning. Marvellous Me app introduced.
Spring 2020: Tutor tracking introduced for following up those below 95%. All attendance concerns are followed by KB. Go4Schools app rolled out.
Summer 2020 Covid 19 Lockdown, not all pupils accessed online learning provided

Total costs	£95000
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