

Allenbourn Middle School: Pupil Premium Strategy Statement

1. Summary information					
School	Allenbourn Middle School, East Borough, Wimborne Minster, Dorset, BH21 1PL				
Academic Year	2020-21	Total PP budget	£99,225	Date of most recent PP Review	July 2020
Total number of pupils	592	Number of pupils eligible for PP	78 (13.2% of total)	Date for next review of this strategy	July 2021

2. Current Attainment				
Flightpath on Entry (Sept 2021) Data affected by CoViD 19	Pupil Premium (Whole School)		Non-PP (Whole School)	
	% ARE+	% GDS	% ARE+	% GDS
Reading	73.1%	11.5%	87.2%	29.2%
Writing	48.7%	7.6%	68.4%	8.9%
Maths	59.0%	6.4%	77.0%	19.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some current Y7 PP pupils are not achieving ARE (LPA/MPA) / GD (HPA) based on Flightpath on Entry and need to catch up. No. of ARE Pupils: Reading – 6; Writing – 8; Maths - 9 : No. of GDS Pupils: Reading - 1; Writing – 0; Maths – 2	
B.	KS2 PP pupils at Allenbourn often need to make greater progress than their peers in order to reach ARE / their targets based on KS1 result.	
C.	Some eligible pupils have gaps / delays in speech and language development, leading to reduced progress with reading and writing (and across the curriculum).	
D.	Some eligible pupils have low levels of confidence, self-esteem, difficulties in social skills development and / or challenging attitudes to learning. This is limiting their academic progress in a challenging curriculum which demands resilience.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Some eligible pupils have attendance rates below 90% and/or poor punctuality, putting them at increased risk of falling behind their peers with their learning.	
F.	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curricular enrichment / extra-curricular opportunities.	
G.	Some eligible pupils are experiencing barriers to learning due to lack of capacity for support in the home environment.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The profile of aspirations for PP children will be raised across the school as a whole, with pupils and with parents	<ul style="list-style-type: none"> Pupil Attitudinal Survey will be administered for all PP pupils Tracking of trips, clubs, residential visits and homework club show PP children are represented proportionately

		<ul style="list-style-type: none"> • Records / phone log of contact between PP advocate and parents / carers • Parents of PP pupils will be offered early access to Parents Evening Bookings portal, with follow-up from tutors and offer of a phone consultation • Year Groups will feature the development of regular aspirational opportunities and trips for PP pupils, tied to a UPS role • Form tutors will mentor PP tutees through the use of Pupil Premium Passports
B.	Improve speech, language and communication skills for eligible pupils across the school.	<ul style="list-style-type: none"> • Administer BPVS (British Picture Vocabulary Scale) to all new PP arrivals and identify areas of specific need. • Specific actions / differentiation identified for individual pupils where appropriate and shared with all teaching staff • Monitoring (e.g. observation / learning walks) will identify appropriate differentiation based on targets • Weekly reading / vocabulary development group between PP advocate and focus groups (beginning with Y5 in Summer 2018) who scored lowly on BPVS test <ul style="list-style-type: none"> ○ BVPS scores indicate some pupils have scored particularly low on the BVPS test ○ Subject Leaders to share schemes of work / key vocabulary with PP advocate in advance to inform content areas to be covered ○ Vocabulary knowledge will improve ○ Clear entry / exit criteria for intervention groups to be set
C.	Develop levels of challenge for PP in all lessons (with an enhanced focus on the more able) All PP pupils will make more than expected progress from their baseline, and close the gap on their Non-PP peers	<ul style="list-style-type: none"> • Monitoring (e.g. observation / learning walks / book scrutiny) will identify appropriate differentiation and challenge for higher prior attaining PP pupils • Meetings between subject leaders / subject teams will ensure setting arrangements in English and Maths are sufficiently aspirational and based on prior attainment • Pupil premium pupils will make more than expected progress from baseline, and close the gap on their non-PP peers. • Performance management targets for teachers will explicitly reference PP pupils
D.	Effective support and interventions will be in place to enable PP pupils of all abilities (inc. SEND) to achieve equally with non-PP pupils of the same prior attainment Year 7 PP pupils not achieving targets at KS2 will catch up in Y7	<ul style="list-style-type: none"> • Monitoring of lessons, books and plans will show appropriate differentiation and support (inc. interventions) for PP pupils • Monitoring of lessons, books and plans will show appropriate support from adults in room (Teachers / TA) having impact on progress for PP pupils

		<ul style="list-style-type: none"> • PP Pupils identified as falling behind at KS2 will be supported to meet targets in Y7 through the use of a dedicated 'catch-up teaching in the autumn term. • SEN / PP tracking data will show PP pupils making more than expected progress from baseline, and catching up on their peers. • Pupil Progress meeting notes will evidence progress / support implemented for PP pupils • Performance management targets for teachers will explicitly reference PP pupils
E.	Role of PP governor to be developed	<ul style="list-style-type: none"> • A PP governor will be appointed • Regular visits from PP governor with triangulation notes
F.	<p>To increase attendance rates for individual PP pupils where this falls below 97 %</p> <p>To increase attendance rates for PP pupils as a whole to 97% or above</p>	<ul style="list-style-type: none"> • PP attendance gap with non-PP pupils will close • Twice every half-term monitoring of attendance for PP pupils will show a rigorous follow-up of PP absence by PP Advocate / Attendance Lead • Records / phone log of contact between PP advocate and parents / carers • Tutors will supportively follow-up absences with PP pupils on return to school <ul style="list-style-type: none"> ○ Supportive / informal check on welfare ○ Support with acquiring and completing missed work / learning
G.	No PP child will be excluded from an activity, and all children will be offered opportunities to develop their self-esteem, aspirations, attitude to learning and confidence	<ul style="list-style-type: none"> • Target of 100% PP pupils to attend an extra-curricular club • Pupil Attitudinal Survey will be administered for all PP pupils and used to identify those needing support • Records / phone log of contact between PP advocate and parents / carers • Parents of PP pupils will be offered early access to Parents Evening Bookings portal, with follow-up from tutors and offer of a phone consultation • Mentoring of PP pupils will take place by form tutors through the use of 'Pupil Premium Passports'.

5. Planned expenditure

Academic year **2019-20**

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C. Develop levels of challenge for PP in all lessons (with an enhanced focus on the more able)</p> <p>All PP pupils will make more than expected progress from their baseline, and close the gap on their Non-PP peers</p>	<p>CPD delivered to all staff focused on raising aspirations for PP pupils</p> <p>Individual ability / attainment profiles created for each PP child and shared with staff</p>	<p>Assessment results indicate that higher prior attaining PP pupils are underachieving when compared to similar pupils</p> <p>QFT teaching aimed at ensuring sufficient challenge for HPA pupils will ensure appropriate progress, with intervention put in place where appropriate</p>	<p>Monitoring (by PP lead, subject leaders, SLT and performance managers) will evidence appropriate differentiation for HPA PP pupils</p> <p>Half-termly data reviews will show attainment gap closing for HPA PP pupils and specific actions planned where this does not happen</p> <p>Any intervention arising will be reviewed half-termly</p>	<p>PP Lead</p>	<p>Termly</p>
<p>E. Role of PP Academy Committee Member to be developed</p>	<p>PP ACM to be appointed by Academy Committee</p> <p>Regular visits to take place</p>	<p>To provide additional challenge and triangulation of standards for PP pupils</p>	<p>PP ACM to provide notes of visits</p>	<p>PP lead</p> <p>Academy committee</p>	<p>Termly</p>
Total budgeted cost					£29,767.50

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?
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<p>B. Improve speech, language and communication skills for eligible pupils across the school.</p>	<p>PP advocate to deliver BPVS to all eligible pupils in order to plan for further support. Specific actions to be identified and shared with teaching staff</p>	<p>Assessment results indicate that PP children have lower levels of vocabulary development which impacts upon their ability to acquire basic literacy and verbal communication skills, thus impeding progress in all subject areas.</p>	<p>Data from BPVS will be analysed and areas of weakness highlighted for individual children. Half-termly review of any interventions arising Learning walks, lesson observations, lesson planning and work scrutiny will monitor impact of differentiation strategies</p>	<p>PP advocate, PP lead</p>	<p>Termly</p>
<p>D. Effective support and interventions will be in place to enable PP pupils of all abilities (inc. SEND) to achieve equally with non-PP pupils of the same prior attainment</p> <p>Year 7 PP pupils not achieving targets at KS2 will catch up in Y7</p>	<p>CPD and monitoring for all staff with focus on improving outcomes for PP pupils through quality first teaching and differentiation PP advocate to support focus catch-up pupils in lessons as appropriate Interventions will be identified and in-class support will be put in place through Pupil Progress system for SEND and tho</p>	<p>Analysis of data shows that pupil premium children in general are underperforming in comparison to their peers. QFT aimed at appropriate challenge / differentiation will begin to address this Interventions will be put in place for those falling behind, as appropriate.</p>	<p>Monitoring (by PP lead, subject leads, SLT and performance managers) will evidence appropriate differentiation, challenge and outcomes for PP pupils Half-termly data reviews will show attainment gap closing and specific action planned where this does not happen. Half-termly review of any interventions arising</p>	<p>PP Lead</p>	<p>Termly</p>
<p>F. To increase attendance rates for individual PP pupils where this falls below 97 %</p> <p>To increase attendance rates for PP pupils as a whole to 97% or above</p>	<p>Half-termly monitoring of PP attendance by attendance lead and PP advocate Rigorous follow-up those with attendance below 96% by attendance lead and PP advocate</p>	<p>PP attendance overall is currently well below whole school attendance, which impacts on learning and pastoral outcomes for PP pupils</p>	<p>Half-termly monitoring will show improvement for those with low attendance, and evidence action taken</p>	<p>PP advocate, Attendance lead, PP lead</p>	<p>Termly</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£64,496.25</p>

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?
A. The profile of aspirations for PP children will be raised across the school as a whole, with pupils and with parents	<p>Pupil attitudinal survey to measure changing attitudes</p> <p>1:1 mentoring programme between pupil premium pupils and staff to be extended to all PP pupils</p> <p>Mentors to discuss reports with mentees.</p> <p>Continuation of aspirational clubs / activities for all PP pupils in KS2/3</p>	Results from PASS survey indicate that some pupil premium pupils have poor attitudes towards their learning. Focus groups of pupils indicate that some are not aware of their ability and more needs to be done to raise their aspiration in school. Attendance at Networks indicates other schools have had success with these approaches	Monitoring of PASS results by PP advocate. Monitoring of mentoring programme by PP lead	MG, SM	Termly
G. No PP child will be excluded from an activity, and all children will be offered opportunities to develop their self-esteem, aspirations, attitude to learning and confidence	Finance manager / PP advocate to take responsibility for ensuring that all parents of eligible pupils remain well informed about their entitlement to financial & other support in order for pupils to access the full range of school opportunities	In the past 3 years it has been readily apparent that not all eligible families are taking up their full entitlement to support under the PP.	<p>SLT to review use of PP funding to maximise access and participation at regular half-termly meetings.</p> <p>Letters and information re-sent to all parents at key points during the school year.</p> <p>Finance manager to monitor trips take up with regard to PP families.</p> <p>Year Group Plans will feature the development of regular aspirational opportunities and trips for PP pupils</p>	Finance manager, PP advocate, PP lead	Termly
Total budgeted cost					£4,961.25