

Allenbourn Middle School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Allenbourn Middle School
Number of pupils in school	559
Proportion (%) of pupil premium eligible pupils	15.9% (89)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023, 2023 - 2024, 2024 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed (<i>First Review</i>)	November 2023
Statement authorised by	Mr M. Legge Headteacher
Pupil Premium Lead	Mr L. Smith Deputy Headteacher
Governor / Trustee Lead	Mr R. Dent Chair of Academy Committee

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,555
Recovery premium funding allocation this academic year	£18,814
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£117,369

Part A: Pupil premium strategy plan

Statement of intent

At Allenbourn 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 attainers.

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.

Our key principles follow the recommended tiered model:

HIGH QUALITY TEACHING

- A whole-school approach in which all staff take responsibility for vulnerable pupils' outcomes and have high expectations for achievement
- Provision of Quality First Teaching for all pupils
- A whole school approach to reading where all pupils have access to a wide range of vocabulary.

TARGETED ACADEMIC SUPPORT

- Spotting challenges early and providing support

WIDER STRATEGIES

- Spotting wider challenges, such as attendance, engagement in learning, pupil wellbeing and safety, and provision of resources, and making sure that all children will have equal access to their education.

High quality teaching is always at the heart of our approach

Our approach will make sure that pupils who are disadvantaged will be challenged in their work and that staff will be able to identify and respond early to emerging needs and challenges. We track attendance, behaviour and engagement and clear procedures allow us to continue to work in partnership with families and external partners in order to achieve the best outcomes for each of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that vulnerable pupils may have prior learning gaps in reading, writing and maths that could impact upon their achievement.
2	<p>Observations show that teachers' varying ability to use appropriate 'ways in' for vulnerable pupils may impact upon pupil's academic achievement.</p> <ul style="list-style-type: none"> - Some vulnerable pupils struggle to fully access the curriculum which may be due to lack of scaffolding that enables them to access learning. - All staff need to consistently embed effective CPD strategies to successfully plan ways in for vulnerable pupils.



3	Assessment and observation shows that the reading ability of vulnerable pupils is having a direct impact upon their ability to access the curriculum and ensure academic achievement.
4	Observations and data shows that the behaviour and engagement of vulnerable pupils may be impacting upon their academic achievement. <ul style="list-style-type: none"> - Weekly compliance checking shows that vulnerable pupils engage less with online platforms compared to their non-PP/vulnerable peers. - Vulnerable pupils are issued more sanctions for lack of engagement in learning. - Suspensions are higher for disadvantaged pupils
5	Data shows that the attendance of vulnerable pupils is significantly lower than that of non disadvantaged peers and this may be having an impact on progress and achievement.
6	Evidence demonstrates that disadvantaged pupils are unable to participate in the same breadth of extra curricular activities and opportunities as their peers and this is impacting upon their aspirations and self esteem.

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
Challenge 1: Prior learning gaps in reading, writing and maths have been identified and addressed.	<ul style="list-style-type: none"> ● PP achievement in reading, writing and maths equals that of their non PP peers whilst remaining above national averages. ● Achievement at the end of KS2 will be in the top 10% nationally for PP pupils.
Challenge 2: Teachers will be able to consistently use appropriate 'ways in' for vulnerable pupils to ensure impact upon the academic achievement of PP children.	<ul style="list-style-type: none"> ● 100% of lesson drop-in visits show that vulnerable pupils, including those with SEND, are in receipt of quality scaffolding, modelling and feedback. ● 100% of teachers are able to evidence their engagement meaningfully in CPD.
Challenge 3: All of our PP pupils will be able to read at their chronological age.	<ul style="list-style-type: none"> ● Reading tests will demonstrate improved comprehension skills among PP to be in line with their non PP peers. ● All disadvantaged pupils will have a reading age within 6 months of their chronological age or better or demonstrate significant progress from their starting point.
Challenge 4: There will no longer be a disparity between the behaviour and engagement of PP pupils and their non PP peers.	<ul style="list-style-type: none"> ● 100% of PP children will have access to appropriate technology for use at home by Summer 2023. ● Engagement tracking shows marked improvements for all PP pupil groups against Non PP groups. ● PP behaviour points = or < Non PP behaviour points with a specific focus on identified key groups
Challenge 5: The attendance of our vulnerable pupils will have improved and the gap between PP and non PP pupils will be significantly reduced .	<ul style="list-style-type: none"> ● PP Attendance > PP National averages for both Primary and Secondary Schools. ● PP Persistent absence < PP National averages for both Primary and Secondary Schools. ● The gap between PP and non PP attendance and persistent absence will be <1%
Challenge 6: Evidence demonstrates that disadvantaged pupils are unable to participate in the same breadth of extra curricular activities and opportunities as their peers and this is impacting upon their aspirations and self esteem.	<ul style="list-style-type: none"> ● Opportunities that require cost will contain a reduced offer to support those in receipt of PP funding. ● The school will be able to demonstrate and track the improvement in participation of PP children narrowing the gap to their peers with the aim of ensuring equality of provision. ● All PP children will have accessed two or more extra curricular activities each year

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To engage in planned CPD using the Walkthrus programme <i>(£2,000 staff training and subscription and individual books for staff)</i>	EEF professional development click here 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.	1, 2 and 4
To appoint two Lead Practitioner with responsibility for teaching and learning, English and Achievement - September 2022 <i>(Additional 0.8 Leadership Post - not funded through PP funding)</i>	EEF implementation click here Creating a leadership environment and school climate that is conducive to good implementation of practices that work best is integral to our school. By appointing a Lead Practitioner for Achievement, excellent practices will be embedded in the day-to-day work of staff in our school.	1, 2 and 3
Trust-Wide progression maps → new curriculum <i>(£2,000 release time to support collaboration)</i>	EEF school improvement plan high quality teaching click here It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. By working collaboratively as part of a Trust in order to create a progressive curriculum, our children's learning is supported in the best way possible.	1, 2 and 3
To maintain and develop an approach to daily whole school class reading <i>(£3,000 contribution from PP funding alongside Trust and school budgets)</i>	EEF reading aloud to your class click here 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. <ul style="list-style-type: none"> pg 60 Teaching Walkthrus pg142-147 EEF Guidance Report: Improving literacy in secondary schools click here 	1 and 3
To introduce a programme of Developmental Dialogue and personalised feedback throughout the academic year	Sam Sims Quantitative Education Research click here identifies that through Instructional Coaching, an expert teacher is working alongside a colleague in an individualised, observation-feedback-practice cycle which	1, 2, 3 and 4



	hugely impacts teaching and therefore learning in a positive way.	
To maintain the use of Accelerated Reader as a whole school strategy to improve reading <i>(£1,000 contribution from PP funding alongside other school budget headings)</i>	Accelerated reader click here 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.	1 and 3
To maintain the use of Tassomai and Hegarty Math as online platforms <i>(£1,000 contribution from PP funding alongside other school budget headings)</i>	EEF Digital technology click here 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.e.g. Hegarty.	1
To provide CPD opportunities for TAs	EEF Use of teaching assistants click here Focusing on proven methods such as CPD courses and feedback methods are likely to reap bigger rewards to both teachers and TAs.	1,2,3 and 4

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

Budgeted cost: **£60,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain targeted additional English support groups. <i>(£24,000)</i>	EEF high quality teaching click here 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, 2, 3 and 4
To provide an additional Non-contact for each Heads of Year and subject Lead for the full academic year - QFT and engagement focus. <i>(12 hours - £27,000)</i>	EEF high quality teaching click here 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, 2, 3 and 4
To make use of the recovery premium to support children in yr 6	EEF small group tuition click here Small group tuition has an average impact of four months’ additional progress over the course of a year.	1, 2 and 3



through targeted intervention groups. (£6,500)		
To embed Daily Deliberate Practice and use of Online Platforms	EEF homework click here Evidence suggests that homework has a high impact for very low cost. Memory click here Developing automaticity reduces cognitive load and allows further learning to take place.	1 and 4
To introduce Direct Instruction training in 2023 as a targeted intervention (£3,000)	Evidence click here Frontiers in Psychology research has identified that Strategy-focused direct instruction is one of the most effective approaches to improve writing skills. This research particularly focuses on years 5 and 6 and the positive impact this approach can have.	1, 3 and 4

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

Budgeted cost: **£52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase capacity for supporting pupil wellbeing, engagement, safeguarding and attendance. (£29,000)	DfELink between health, wellbeing and attainment click here 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.	4 and 5
To purchase devices for PP and vulnerable pupils to improve their access to the curriculum. (£4,000)	EEF digital toolkit click here Studies investigating the use of digital technology find that on average, it supports an additional four months' progress over the course of a year.	1,3, 4 and 5
To maintain Breakfast Club provision to start each day of the week. (£3,000)	EEF Magic breakfast click here 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.	4 and 5
To support the purchase of school uniform and resources required for lessons (e.g. ingredients) for vulnerable pupils. (£3,000)	EEF Working with parents click here Providing PP pupils with essentials such as uniform 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.	4 and 5



<p>To support PP pupils' attendance on residential visits in Summer 2023</p> <p>(£7,000)</p>	<p>EEF outdoor adventure learning click here</p> <p>Outdoor Adventure Learning provides opportunities for PP pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, pupils develop non-cognitive skills such as resilience, self-confidence and motivation which can be brought back into the classroom.</p>	<p>1,4 and 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>EEF working with parents click here</p> <p>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>5</p>
<p>To provide whole staff training on behaviour management and embed the trust wide behaviour guidance</p> <p>(£1,000)</p>	<p>EEF Improving Behaviour click here</p> <p>Evidence suggests that a relational approach to behaviour management alongside explicit teaching can positively impact the behaviour of pupils. With targeted interventions and approaches, we would hope to see a positive overall impact at Allenbourn Middle School.</p>	<p>4</p>
<p>Introduce yoga classes with qualified teacher in school</p> <p>(£1,000)</p>	<p>EEF Social and emotional support click here</p> <p>Social and emotional learning is critical to our recovery from Covid-19. From our SDQ evidence, children who were most in need of calming strategies and emotional support were given an opportunity to use Yoga as a supportive technique.</p>	<p>4 and 5</p>
<p>Skateboard sessions in school with visiting coach</p> <p>(£1,000)</p>	<p>Use of rewards click here</p> <p>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.</p> <p>Age appropriate incentives can really support children and also provide PP children with experiences they have never had.</p>	<p>4 and 5</p>
<p>To fund peripatetic music lessons with a qualified teacher in school.</p> <p>(£3,000)</p>	<p>Use of rewards click here</p> <p>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.</p> <p>Age appropriate incentives can really support children and also provide PP children with experiences they have never had.</p>	<p>4 and 5</p>

Total budgeted cost: £121,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The previous Pupil Premium Strategy 2021-2022 identified the following areas of focus:

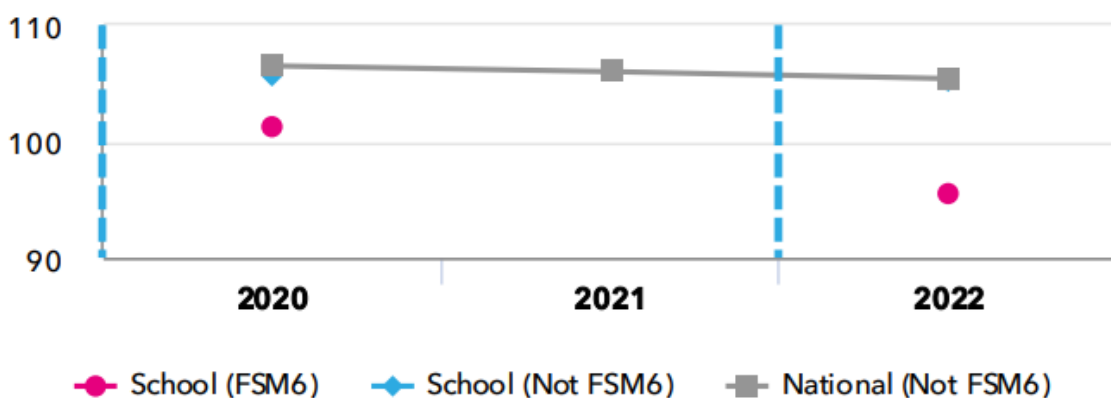
- Develop levels of challenge for PP in all lessons (with an enhanced focus on the more able)
- All PP pupils will make more than expected progress from their baseline, and close the gap on their Non-PP peers
- Role of PP Academy Committee Member to be developed
- Improve speech, language and communication skills for eligible pupils across the school.
- 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
- To increase attendance rates for individual PP pupils where this falls below 97 %
- To increase attendance rates for PP pupils as a whole to 97% or above
- The profile of aspirations for PP children will be raised across the school as a whole, with pupils and with parents
- 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

The school has used attendance data, standardised test scores and self-evaluation processes to measure the success of the plan over the last year.

Year 6 (Key Stage 2 Summary)

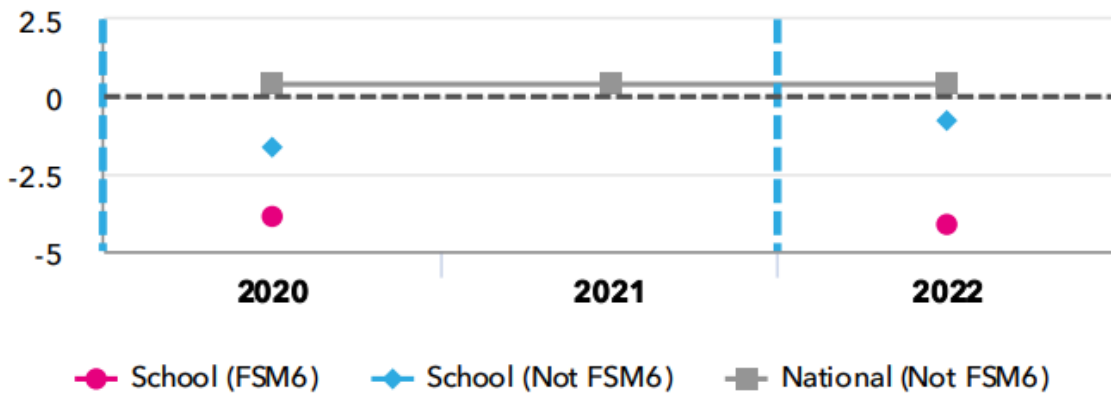
KS2 attainment for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)

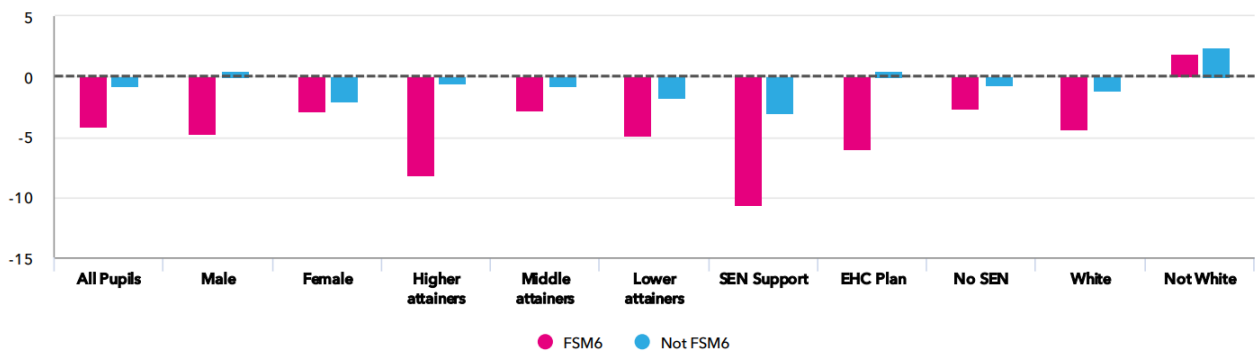


KS2 progress for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



Progress gap Average Scaled Score (Re, Ma)



Attainment & progress

	Pupils	Attainment					Progress		
		FSM6	Not FSM6	Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)		
				FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	19	136	95.5	105.1	-9.6	-4.1	-0.8	-3.3
Gender	Male	13	71	95.5	106	-10.5	-4.7	0.5	-5.2
	Female	6	65	95.5	104.2	-8.7	-2.9	-2.1	-0.8
DFE Prior Attainment	Higher attainers	1	59	102	109.5	-7.5	-8.2	-0.5	-7.7
	Middle attainers	8	60	101.6	103.2	-1.6	-2.7	-0.8	-1.9
	Lower attainers	9	13	89.9	93.8	-3.9	-4.8	-1.7	-3.1
SEN Group	SEN Support	3	7	84	95.1	-11.1	-10.6	-3	-7.6
	EHC Plan	1	4	84.5	103.9	-19.4	-6	0.5	-6.5
	No SEN	15	125	98.5	105.7	-7.2	-2.6	-0.7	-1.9
Ethnic Group	White	18	124	95.4	104.8	-9.4	-4.4	-1.1	-3.3
	Not White	1	12	97.5	108.6	-11.1	1.9	2.4	-0.5



Year 8 Summary

	Non Pupil Premium	Gap	Pupil Premium
English			
SAS 90+	86.2%	-3.6	82.6%
SAS 110+	34.5%	+0.3	34.8%
Maths			
SAS 90+	81.0%	-2.7	78.3%
SAS 110+	39.7%	-4.9	34.8%

Reading age analysis

Year 5: 48% of pupils read above their chronological age in Summer 2022 (44% Autumn 2021). Catching up by 2 months on average.

Year 6: 53% of pupils read at or above their Chronological age in Summer 2022. (49% Autumn 2021). Catching up by 2 months on average.

Year 7: 40% of pupils read at or above their chronological age in Summer 2022. (31% Autumn 2021). The cohort fell a month behind during the year making 11 months progress in academic year.

Year 8: 41% of pupils read at their chronological age in Summer 2022 (40% Autumn 2021). Catching up by 2 months on average.

Test results show that **some PP children have caught up the deficit caused by school closure** and this has enabled the school to better target those who are currently making less progress.

Speech and Language needs across the school have reduced and assessments show that the level of vocabulary that PP pupils are using within their speech has improved.

Take up of extra curricular clubs was improved following the pandemic for PP pupils and all who wished to go on residential trips were offered places. There remains a need to continue to focus upon this.

There **remains a need for a continued focus on attendance** and reducing the attendance gap between Disadvantaged and non disadvantaged pupils.



Attendance data summary PP vs Non PP 2021 - 2022

	Pupil Premium	Gap	Non Pupil Premium
Year 5	91.61%	-2.48	94.09%
Year 6	90.83%	-4.17	95.00%
Year 7	90.68%	-1.73	92.41%
Year 8	89.55%	+0.01	89.56%
Total	90.67%	+2.10	92.77%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
ClassCharts	TES
Tassomai	
Hegarty Maths	Sparx
Maths No Problem workbooks and online subscription	Maths No Problem
White Rose Maths scheme of work and online subscription	White Rose

Service pupil premium funding (optional)

Further information (optional)

In addition to the strategies implemented within this plan the school is also supporting vulnerable pupils in the following ways:

- Key Stage 3 pupils attend the careers fair at our feeder upper school following the opportunity to visit a local restaurant for a meal alongside their peers and staff
- All Key Stage 3 PP children were provided with the opportunity to visit the Theatre free of charge during the Autumn term 2022
- PP children have had the opportunity to take part in a school production, represent the school in sporting fixtures and join the School Council.