

Allenbourn Middle School - Pupil Premium Strategy Statement

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	547
Proportion (%) of pupil premium eligible pupils	15% (82)
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 - 2024, 2024 - 2025, 2025 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr M. Legge Headteacher
Pupil premium lead	Mr L. Smith Deputy Headteacher
Governor / Trustee lead	Mr R. Dent Chair of Local School Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,668
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>	£20,208 Note: This funding is used separately to fund teacher led interventions
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150,876

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 to their peers, including progress for those who are already high attainers.

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 have clear procedures that 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.

Through rigorous tracking, careful planning and targeted support and intervention we strive to remove the soft bigotry of low expectations and raise lifelong aspirations so that our children are provided with access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Raise the profile of disadvantaged pupils across the school.
2	Improve attendance and behaviour by focusing on relationships with both pupils and parents.
3	Narrow the achievement gap between disadvantaged pupils and their peers at the end of K.S.2 in Mathematics.
4	Narrow the achievement gap between disadvantaged pupils and their peers in reading.
5	Develop cultural capital opportunities for disadvantaged pupils.

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.

Red = Not yet achieved

Amber = Ongoing/In progress

Green = Achieved

Intended outcome	Success criteria
<p>Raise the profile of disadvantaged pupils across the school community.</p> <p>Challenge 1</p>	<ul style="list-style-type: none"> • Full time PP advocate and Family Support Worker (PS) to be employed. • The AMS Disadvantaged Pupil Pledge will be implemented in all classrooms. • Disadvantaged pupils will achieve, or exceed, ARE in line with the national average. • Increased pupil engagement will be evident in classroom observations. • Disadvantaged pupil voice opportunities will be embedded into QA cycles. • Developmental Dialogue will focus on our Pupil Premium cohort. • Intervention plans will evidence a higher profile for disadvantaged pupils in reading, writing and maths. • Class Charts information will be readily available for all staff on pupils' status - PP/ SEN/ lower 20% Readers. • Disadvantaged pupils will be prioritised in classroom seating plans. • There will be an increase in the number of disadvantaged pupils accessing pupil voice opportunities and taking on leadership roles. • There will be an increased number of disadvantaged pupils accessing extracurricular enrichment opportunities. • AMS Pupil Passports to be created for all disadvantaged pupils.
<p>Build improved relationships with disadvantaged pupils and their families.</p> <p>Challenge 2</p>	<ul style="list-style-type: none"> • The gap in attendance will narrow in line with national averages between non-disadvantaged and disadvantaged pupils. • Engagement and behaviour tracking shows marked improvements for all PP pupil groups against Non PP groups. • Barriers to learning interviews will take place for the whole Pupil Premium cohort. • Attendance and behaviour data will feature in all home reporting procedures.

	<ul style="list-style-type: none"> ● Disadvantaged groups will be prioritised in terms of attendance interventions to improve attendance. ● The Pupil Premium cohort will have an increased presence at tutor and subject evenings. ● Parental workshops for SATS support to feature in the school calendar. ● All Year 8 Pupil Premium pupils will feature on the enhanced transition list 2024. ● AMS Pupil Passports to be created for all disadvantaged pupils. ● Classroom Blueprint for Learning and Prosocial Behaviour Procedures will be embedded into school practice. ● Coaching through repeated developmental dialogue opportunities and whole school CPD (Principle 2 of T&L priorities. Behaviour and Relationships) ● Staff who are using Relational Practice effectively will share in staff meetings (LS/RW/MP/TR) to encourage more people to share good practice. ● Create a new Pupil Services model to support disadvantaged pupils and signpost to correct help. ● Full time PP advocate and Family Support Worker (PS) to be employed.
<p>Measure impact of interventions externally and internally.</p> <p>Challenge 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> ● Regular and detailed tracking and monitoring of disadvantaged pupils attendance and intervention data to provide a central resource for staff. ● Weekly attendance and behaviour report for PP cohort starting September 2023. ● PP Lead to monitor and measure impacts of the internal and external interventions and assess value for money at specific data drops and through the AMS QA cycle: <ul style="list-style-type: none"> - Inclusion Log data - Department tracking - Mock SATS exam analysis - Star Reader data - FFT - Learning walks - Book scrutiny - Enrichment audits - Pupil voice ● Pupil Case Studies that evaluate the impact on individual students will be created each year. This is to build a bank of evidence to show impact on individual pupils. ● Wellbeing referral data used to guide pupils to partners in MHST, Mosaic, Early Help, FPZ and CAMHs as well as other agencies

<p>Improved numeracy outcomes for disadvantaged pupils.</p> <p>Challenge 3</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils to achieve, or exceed ARE in Maths SATs outcomes at KS2 aspiring to be top 10% nationally for PP pupils. ● SATs Maths intervention offered for all disadvantaged pupils. ● Maths teachers to focus on raising attainment of disadvantaged pupils as outlined in the school development plan. ● External support from Trust Middle School Maths Lead (MB) in place from Sept 2023. ● Jurassic Maths Hub support in place to improve maths outcomes (with a focus on KS2)
<p>Improved reading outcomes for disadvantaged pupils.</p> <p>Challenge 4</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils will achieve reading progress in line with their peers with the aim to ensure that all disadvantaged pupils read at or above their chronological age. ● Disadvantaged pupils to achieve, or exceed ARE in reading SATs outcomes KS2. ● All teachers regardless of subject specialism will be teachers of reading. Teachers to focus on raising attainment of disadvantaged pupils as outlined in the school development plan.
<p>All subjects to make disadvantaged students a focus across the school to raise attainment.</p> <p>Challenge 1,3,4</p>	<ul style="list-style-type: none"> ● The AMS Disadvantaged Pupil Pledge will be implemented in all classrooms to ensure a high quality universal offer. <ul style="list-style-type: none"> - Checking prior knowledge and careful planning of Ways in - Opportunities for paired and group work - Planning of Cold Calling and Checking for Understanding. - Working alongside children to support independent work and improve the quality of written work - Live marking with a focus on SPAG and vocabulary development - Checking workbooks after lesson - Highlighting success and addressing misconceptions through whole class feedback. - When marking, teachers have been asked to take out the books of PP pupils first when they give feedback. ● PP/SEN to be standing items in all department meetings. ● Give teachers target students from data analysis and help to support them through a range of intervention packages – internally and externally. ● Monitor effectiveness of interventions through case studies ● Engage MyTime Young carers <ul style="list-style-type: none"> - All staff will be trained in the identification process of young careers.

	<ul style="list-style-type: none"> - All pupils will receive a bespoke assembly by MyTime Young Careers. - The PP lead will coordinate an identification procedure for all AMS pupils. - A detailed and robust Young Careers policy will be produced.
<p>Devise a bespoke calendar of enrichment opportunities that bridges the Cultural Capital gap and deliver this through a dynamic personal development programme.</p> <p>Challenge 6</p>	<ul style="list-style-type: none"> ● An enrichment calendar will be generated that addresses all personal development priorities. ● Monitor effectiveness of enrichment opportunities through case studies. ● 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: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To engage in planned CPD using the Walkthrus programme	<p>EEF professional development New EEF rapid evidence assessment on remote professional development 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>	3, 4
To maintain and develop an approach to daily whole school	<p>EEF reading aloud to your class EEF Blog: Reading aloud with your class – what does the research say? Research shows that the act of reading aloud to the class from a challenging text may</p>	4

class reading	<p>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"> • pg 60 Teaching Walkthrus pg142-147 • EEF Guidance Report: Improving literacy in secondary schools <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
To introduce a programme of Developmental Dialogue and personalised feedback throughout the academic year	<p>Sam Sims Quantitative Education Research identifies that through Instructional Coaching, an expert teacher is working alongside a colleague in an individualised, observation-feedback-practice cycle which hugely impacts teaching and therefore learning in a positive way.</p> <p>Four reasons instructional coaching is currently the best-evidenced form of CPD</p>	4
To maintain the use of Accelerated Reader as a whole school strategy to improve reading	<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.</p> <p>Accelerated Reading Program Renaissance</p>	4
To maintain the use of Tassomai and SPARX 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.e.g. Hegarty.</p>	3
Raise the profile of PP pupils across the school through targeted T&L CPD	<p>Implementation of education research and system change are described in this evidence review from the EEF and it outlines the need for systematic and diagnostic knowledge mobilisation.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/EEF-Implementation-in-education-review-protocol.pdf</p>	1, 3, 4
Raise attainment through a reading strategy	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in</p>	1, 4

for the whole school with a focus on disadvantaged pupils.	Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£63,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify 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
To maintain targeted additional English and maths support groups	EEF high quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/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
To provide an additional Non-contact for each Heads of Year and core subject Leads for the full academic year - QFT and engagement focus.	EEF high quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/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, 2, 3, 4, 5

	teaching is essential to achieving the best outcomes for all pupils,	
To embed Daily Deliberate Practice and use of Online Platforms	<p>EEF homework Homework EEF</p> <p>Evidence suggests that homework has a high impact for very low cost.</p> <p>Memory 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>	3, 4
To introduce Direct Instruction in 2023 as a targeted intervention	<p>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.</p> <p>Effects of Direct Instruction and Strategy Modeling on Upper-Primary Students' Writing Development</p>	3, 4
Morning intervention SATs (Maths) 'Fluent in 5'	<p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>The focus is on improving the quality of teaching.</p>	3
Introduce and maintain reading intervention programme for the bottom 20% readers	<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 (educationendowmentfoundation.org.uk)</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	4
Learning support team	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	1, 2, 3, 4

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

Budgeted cost: **£45,000**

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 ELSA and the MHST.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) 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>	<p>1, 2, 3, 4</p>
<p>Increasing PP advocate and Family Support Worker from 3 to 5 days</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 6</p>
<p>Increase capacity for supporting pupil wellbeing, engagement, safeguarding and attendance.</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</p>
<p>To purchase 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</p>	<p>3, 4</p>

	four months' progress over the course of a year.	
To maintain Breakfast Club provision to start each day of the week.	<p>EEF Magic breakfast Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING</p> <p>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>	2
To support the purchase of school uniform and resources required for lessons (e.g. ingredients) for vulnerable pupils.	<p>EEF Working with parents Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING</p> <p>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.</p>	
To support PP pupils' attendance on residential visits in Summer 2024	<p>EEF outdoor adventure learning Outdoor adventure learning EEF</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>	2, 3, 4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>EEF working with parents Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING</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</p>	2

	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.	
Skateboard sessions in school with visiting coach	<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>	2, 5
To fund peripatetic music lessons with a qualified teacher in school.	<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>	2, 5

Total budgeted cost: £123,000

Part B: Review of the previous academic year

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils
Further information (optional)