



Broadstone Middle

Pupil Premium Strategy 2019-20

We believe that all students should have access to a high quality education, irrespective of their background, personal circumstances or prior experiences. We believe that all students can achieve. Due to their financial circumstances, some students are considered to be at a disadvantage compared to their peers. As a result, the school receives additional funding to ensure that all students make and exceed expected progress. This funding is called the Pupil Premium.

Nationally, statistics show a gap between the attainment and progress of some groups of pupils including those in receipt of Free School Meals (FSM) and their peers. The Pupil Premium is a sum of money that the school receives to help narrow this gap. This now includes students;

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals
- Pupils in years 7 to 11 recorded as Ever 6 FSM
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order
- Pupils in year groups reception to year 11 recorded as an Ever 6 service child or in receipt of a child pension from the Ministry of Defence

Our core aim is to raise the attainment and progress of students in receipt of Pupil Premium so that their performance compares favourably with Non-Pupil Premium peers.

We are required to publish how much Pupil Premium money we receive and how we have chosen to spend that money. In order for us to do this, we are using our Pupil Premium Guarantee at Broadstone Middle School. This guarantee will use the Pupil Premium to enhance and extend our current provision to make sure that students, whose parents or carers are on lower incomes, are not disadvantaged in any way.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.



Summary Information 2019-2020

	Whole school	5	6	7	8
FSM / EVER6	77	22	13	18	24
SERVICE	7	2	1	2	2
CIC/Adopted f C	3	0	1	1	1
Total number of pupils	87	24	15	21	27

Total budget	£62,370
Total number of pupils on roll	517
Number of pupils eligible for PP	87
% of school cohort	16.8%
Date of review	1.12.19

Progress of PP pupils are end of last academic year (2018-19)	PP	Non-PP
Average progress in reading	-0.98	-3.6
Average progress in writing	-1.29	0.3
Average progress in maths	-1.46	-1.8
Attainment of Year 6 PP pupils at end of last academic year (2018-19)	PP	Non-PP
% achieving ARE in reading, writing and maths	67.1	46
% achieving ARE in reading	77.6	53
% achieving ARE in writing	87.4	80
% achieving ARE in maths	78.7	64



Barriers to future attainment (for pupils eligible for PP)

i	Progress of disadvantaged pupils from Year 5 to end of KS2: slower acquisition of reading and numeracy skills
ii	Assessment on entry shows gaps in vocabulary – use and range of higher tier vocabulary in writing
iii	Previous attendance of PP pupils (persistent absenteeism – 10/60 below 90%)
iv	Low attainment on entry of PP pupils compared to non PP pupils (ref GL baseline)
v	Poor social capital of PP pupils compared to non-PP pupils, specifically given catchment
vi	Low self-esteem for a significant percentage of PP pupils (ref PASS screening) <i>* whilst this is an improving figure it is still too low (both overall and comparatively)</i>



Planned expenditure

CURRICULUM SUPPORT to raise achievement Estimated expenditure £11,344		i Progress of disadvantaged pupils from Year 5 to end of KS2: slower acquisition of reading and numeracy skills ii Assessment on entry shows gaps in vocabulary – use and range of higher tier vocabulary in writing iii Previous attendance of (NUMBER) of PP pupils (persistent absenteeism) iv Low attainment on entry of PP pupils compared to non PP pupils (ref GL baseline) v Poor social capital of PP pupils compared to non-PP pupils, specifically given catchment vi Low self-esteem for a significant percentage of PP pupils (ref PASS screening) * whilst this is an improving figure it is still too low (both overall and comparatively)		
Action and Expected Outcome	Rationale	Allocation of funds	Lead/ QA	IMPACT
Analysis of GL baseline data to identify misconceptions in PP pupils that will inform teaching and learning	Targeting gaps in knowledge and misconceptions early on will accelerate learning	Allocated hours to data analysis	LB/JP	
Develop Metacognitive practices across the school <ul style="list-style-type: none"> - Training sessions for staff - Review processes - Training for all pupils Pupils will be able to talk about self-regulation and explain what changes they have made to their approach/attitude to improve	Pupils, in addition to be able to explain cognitive strategies, will now be able to articulate the self-regulatory aspects of being metacognition. Note - Year 5 pupils will not start this process until they have secured learning on cognitive strategies and which ones to use. Research by John Hattie and Eef notes the impactful nature of pupils being metacognitive	Salary contribution for leadership responsibilities	JD/DW	
Develop Retrieval Practices to align with best research practice Improved retrieval scores Ability to articulate effective cognitive strategies	Pupils will use retrieval practice effectively. A comprehensive programme of both spaced and interleaved retrieval will allow pupils to effectively secure information to long term memory freeing up working memory to deepen	Salary contribution for leadership responsibilities	JD/DW	



	understanding and foster more creativity in learning			
Ensure scaffold and challenge is pitched appropriately to ensure all pupils make progress. Staff will be able to clearly understand and articulate the cognitive journey a pupil will go through. This will allow them to be able to pitch learning effectively to both scaffold novice and capable learners and to stretch proficient learners.	Hattie's research regarding SOLO taxonomy and the positive impact	Training costs for staff development	JD/DW	
Regular monitoring and analysis of progress of disadvantaged pupils (including the more able). Teachers to complete data analysis termly to look for gaps in either progress or attainment and to plan interventions to address these. Teachers to attend pupil progress meetings with Line Manager to discuss potential barriers to learning and to obtain support in overcoming these.	Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" "discussions about pupils eligible for the Pupil Premium in performance management meetings"	Percentage of leadership salary to ensure monitoring and quality assurance is completed	JP/DW	
Targeted support for PP students (1 hour per week) to further improve progress rates	We recognise that PP students require extra support relating to transition into KS3 therefore Targeted support for PP with a further focus upon our Year 7 students and their transition into KS3.	Percentage of KS3 LSA salary	TE/RM	etc
To equip children with the resources they need to access learning and continue to make progress in their home studies.	Poor organisation of a larger percentage of PP pupils identified. Having the study guide instils a sense of pride in work which elicits better standard of homework and therefore greater understanding of cognitive strategies and themselves as a learner	Study Guides x 4 allocated per PP child	JD/JP	



PASTORAL SUPPORT to raise achievement

Estimated costs £22,610

- i Progress of disadvantaged pupils from Year 5 to end of KS2: slower acquisition of reading and numeracy skills
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- iv Low attainment on entry of PP pupils compared to non PP pupils (ref GL baseline)
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- vi **Low self-esteem for a significant percentage of PP pupils (ref PASS screening) * whilst this is an improving figure it is still too low (both overall and comparatively)**

Action and Expected Outcome	Rationale	Allocation of funds	Lead/ QA	IMPACT
Staff development to ensure school staff have an appropriate skill set to support pupils to access school and achieve.	Issues that schools are now expected to deal with are increasingly complex and serious. We need to ensure that we have the right training to be able to ensure that we can meet the needs of our most vulnerable students	Mental health first aid training £0 Trauma and mental health diploma (1350) Mosaic training (£50) Supporting children with OCD £0 Supporting children who self-harm £50 Neglect training £35	EF/JT	
Provide holistic support for PP pupils to enable students to access learning.	Issues that schools are now expected to deal with are increasingly complex and serious. We need to ensure that we have the right training to be able to ensure that we can meet the needs of our most vulnerable students	Salary contribution for leadership responsibilities	JD/JP	
To improve attendance for PP pupils. Closely tracking absence, working closely with parents/carers and external agencies to reduce the gap in attendance	Research identifies clear link between attendance and achievement. Poor attendance also impacts on social development and friendship groups	Percentage cost for additional hours of attendance tracking and support for PP families with attendance issues	EF/JT	
To oversee the whole of Pupil Premium, including those children who also have SEND, to ensure they are fully supported to make progress at least in line with their peers. To ensure PP pupils are supported with their transition across year groups and key stages.	We need to ensure that pupils are seen as individuals are catered for as such. There needs to be effective tracking and efficacy about what pupils are capable of achieving.	Percentage of Inclusion Lead Salary to strategically plan and oversee the provision for PP children. To lead and develop inclusive practice and liaise with staff and outside agencies to ensure effective channels of communication.	JD/JP	



**EXPERIENCES AND OPPORTUNITIES
to raise achievement**

Estimated cost £12,400

- i Progress of disadvantaged pupils from Year 5 to end of KS2: slower acquisition of reading and numeracy skills
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Action and Expected Outcome	Rationale	Allocation of funds	Lead/ QA	IMPACT
Pupil Premium guarantee to enable parents to support the school and their child in deciding on the best provision.	To open up and develop home/school communication- focusing on the impact of the money on the child's overall education. To foster a collaborative approach with PP families and positive relationships. To ensure pupils have the ability to access opportunities and experiences.	£125 per pupil for pupil premium guarantee Parents to have ownership of £125 to support their child's learning. This can be used to support trips, uniform, music tuition etc.	JD/JP	
To inspire pupils to pursue learning in their own areas of interest or strengths.	To develop our knowledge of each individual Pupil Premium child and support them to engage in extended learning opportunities and have a lasting affect towards their motivation and passions.	£75 per pupil allocated for individual enrichment opportunities	JD/JP	



LEADERSHIP to raise achievement Estimated cost £16, 016		i Progress of disadvantaged pupils from Year 5 to end of KS2: slower acquisition of reading and numeracy skills ii Assessment on entry shows gaps in vocabulary – use and range of higher tier vocabulary in writing iii Previous attendance of (NUMBER) of PP pupils (persistent absenteeism) iv Low attainment on entry of PP pupils compared to non PP pupils (ref GL baseline) v Poor social capital of PP pupils compared to non-PP pupils, specifically given catchment vi Low self-esteem for a significant percentage of PP pupils (ref PASS screening) * whilst this is an improving figure it is still too low (both overall and comparatively)		
Action and Expected Outcome	Rationale	Allocation of funds	Lead/ QA	IMPACT
To ensure that all PP pupils are tracked and monitored effectively so that they make progress at least in line with their peers.	Ofsted guidance states that ensuring “that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils” was an effective strategy.	Percentage of salary cost	JD/JP	
To ensure our school practice for pupil premium is continually monitored and reflect national developments. Pupil Premium Lead Network meetings X 3 throughout the school year	to have opportunities to share best practice – what have others done to close the gap? To remain informed of national developments.	PP network meeting training costs	JD/JP	
Track pupils effectively over time with standardised data and QLA opportunities using GL package	To ensure that all PP are tracked and monitored using standardised scores as well as offering screening for reading, dyscalculia, dyslexia, PASS, plus student voice opportunities	Percentage of GL subscription	JP/DW	