



# Broadstone Middle

## Pupil Premium Strategy 2018-19

The next review of the Pupil Premium Strategy will be in September 2019.

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;

- who have been in receipt of Free School Meals any time over the past six years
- that were adopted from care in England (including those adopted before December 2005)
- that left care under a Special Guardianship Order (under the Children Act 1989)
- that left care under a Residential Order (under the Children Act 1989)
- whose parents are in the armed services, or have been in the past four years.

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.

## Pupil Premium Guarantee

Our Guarantee for every qualifying student will include:

1. £125 per child per academic year to go towards the cost of uniform, equipment, residential and day trips. This will be held by the Finance Manager but can be claimed at any time by parents/carers by contacting school. All such requests will be treated with the strictest confidence.
2. Guaranteed access to Pastoral Care and Counselling support if necessary.
3. Guaranteed access to 'in house' interventions and outside events as appropriate.



4. Guaranteed access, where required, to 1:1 support or small group work for English and/or Maths
5. Guaranteed access to bespoke individual support from our inclusion team focussing on areas such a confidence building and time management
  
6. All students eligible for Pupil Premium will have a Pupil Passport to co-ordinate their support and a tailored plan if they are felt to be underperforming.

## Applying for Free School Meals

If you think you are entitled to Free School Meals please apply online at [www.poole.gov.uk/apply/free-school-meals/](http://www.poole.gov.uk/apply/free-school-meals/), or alternatively call into the school office for an application form. .

## Cohort overview 2018-19

	Whole school	5	6	7	8
<b>FSM / EVER6</b>	62	11	16	25	10
<b>SERVICE</b>	6	1	1	2	2
<b>CIC/Adopted f C</b>	2	0	1	1	0
<b>Total</b>	62	11	16	25	10

## Cohort specific barriers to learning



Action and Expected Outcome	Allocation of funds	COST £55,402	IMPACT
<b>Curriculum support to raise achievement</b>			
<p>To develop students' understanding of how they learn and equip them with strategies to support their progress and subsequent learning outcomes.</p>	<p><b>Learning Performance Programme</b> 2 days of whole school input at the start of the year.</p>	<p>£2,000</p>	<p>Learning to Learn sessions have continued as part of the curriculum and were extended to include hour sessions so the children were exposed to more examples of cognitive strategies and how they could be used to support learning. Development of knowledge organisers has exposed children to a variety of cognitive strategies. Pupils are confidently able to say what strategy works well for them.</p> <p>Quality assurance of reflection sections in books were completed once a half term (1/10/18, 3/12/18, 21/1/19, 11/3/19, 13/5/19, 17/6/19) – show 95% of PP students have been able to reflect on their learning styles. Some children need further support with this (JW, JJ, RM, SB - see case studies).</p> <p>Learning walks – (1/10/18, 3/12/18, 21/1/19, 11/3/19, 13/5/19, 17/6/19) – 97% of children could identify the strategies they used and best strategy – triangulated evidence in study guides.</p>



<p>To further improve progress rates for PP students through focused interventions</p>	<p><b>Percentage of KS3 LSA salary September – July (TE)</b></p> <p>Targeted support for PP students 1 hour per week. With a further focus upon our Year 7 students and their transition into KS3.</p>	<p>£8,000</p>	<p>Initial sessions at the start of the year ensured PP children, identified from the previous year as sometimes lacking organisation, had all the equipment they needed and allowed small issues, which could have led to marks on Prep For Learning Cards or detentions, to be resolved quickly before escalations.</p> <p>Pass Survey showed the majority of KS3 PP pupils (73%) had a high satisfaction with their feelings of school. Analysing the responses allowed us to identify the Year group (Year 7) as the cohort with the lowest satisfaction and feelings towards school and furthermore, specific children who did not have a high satisfaction with their feelings about school. From this, targeted support was given aiming to identify factors affecting the children's satisfaction and to improve the children's feelings about school to in turn support their progress rates. These interventions, regularly with an LSA, continued throughout the year. Relationships were built with children to they had a secure point of call where they could raise any concerns. This was effective in ensuring both children's satisfaction was monitored and acted on to find ways to ensure their enjoyment of school was not low and improve their progress rates. 100% of Year 7 pupils made expected progress in maths and 91% of pupils made expected progress in English.</p> <p>Focused interventions for Year 6 PP student shows significant in year progress given. Due to legacy of underachievement, published national figures are still lower than hoped in reading.</p>
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			<p>79% of children in reading and 75% of children in maths pupils are making expected progress or better according to GL standardised tests. For those children who have not made expected progress at the end of the year, there is a clear action plan for each individual pupil.</p>
<p>To equip children with the resources they need to access learning and continue to make progress in their home studies.</p>	<p><b>Study Guides</b> x 4 allocated per PP child</p>	<p>£1464</p>	<p>Last year, it was identified that PP children were struggling with organisation. There was a high percentage of children with marks on P4L cards. Giving the children the relevant resources means that this year PP children have been more organised and started the year positively, allowing them to focus on their learning.</p> <p>Across the school, it is evident that children are far more organised and homework is presented well and children are proud to share their homework and strategies. Children also use these within lessons to support their learning.</p> <p>From analysing our detention data, it is evident the impact this has had. Only 1 PP child in Year 5 has had a detention this year for a full prep for learning card.</p> <p>In Year 6, only 1 PP child has had a detention this year but this was not linked to organisation.</p> <p>In Year 7, 7 PP pupils have had a detention this year. For the majority of these pupils this was in term 1/2 with the exception of 2 children. This shows that over the year their organisation has improved. This also correlates with the Year 7 interventions which were carried out throughout term 1/2.</p> <p>In Year 8, 2 pp pupils have had detentions this year however neither of these were linked to homework.</p>



<p>To further students' literacy development.</p>	<p><b>Lexia</b> <b>Before school and lunchtimes led by LSAs.</b></p>	<p>£330.83</p>	<p>Children are proven to be making progress as they continue to achieve their levels on Lexia and earn their certificates. Children have engaged well, particularly KS2 pupils and parents have been supportive in continuing to use this programme at home to further support their children. Teachers have also commented on the commitment of the children and the impact being seen in the classroom from this.</p>
<p><b>Pastoral support to raise achievement</b></p>			
<p>To provide holistic support for PP pupils to enable students to access learning.</p>	<p><b>Percentage of Pastoral Care Lead Salary (EF)</b> Supporting children with poor attendance, emotional needs, anxiety, behaviour support, social friendships/bullying.</p> <p>Closely tracking absence, working closely with parents/carers and external agencies to reduce the gap in attendance.</p>	<p>£8,000</p>	<p>At the beginning of the year, a decision was made to begin a support programme throughout the school focusing on poor self-esteem and low confidence. This began after the October half term and has continued throughout the year. The cohort which was being supported changed as to the level of need (after a 6 week assessment) (PP and non PP). New relationships with parents and outside agencies has been developed and the focus for PP children was uppermost.</p> <p>Throughout the year, we have meetings with parents have been arranged and the levels of parental support required has been discussed.</p>



			<p>There have been weekly timetabled interventions that PP children are a part of. The aim of this intervention is to improve pupil's social and emotional well-being.</p> <p>Regular pastoral support is available to all PP children. However a number of our high profile PP children receive daily pastoral support.</p> <p>PP children have been discussed in weekly inclusion meetings and are regularly discussed during TAS (Team around school) meetings with the youth worker, school attendance worker and family outreach. We discuss how best we can support the pupil and/or family. PP students are also discussed at CAMHS link sessions as and when needed.</p> <p>Referrals to outside agencies such as starfish mentoring and the wave project for PP and non PP when appropriate.</p> <p>Our pastoral care lead is currently undertaking a trauma and mental health diploma, which will then be applied with PP children and non PP.</p> <p>Working with one PP child in particular we have improved communication and built a professional working relationship with mum, as a result this has enabled us to get him into school when circumstances have been challenging.</p>
<p>To improve attendance for PP pupils.</p>		<p>£5,000</p>	<p>Meetings with outside agencies have ran every 6 weeks, with attendance meetings being held every 2 weeks in order to raise school attendance.</p>
<p>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.</p>	<p><b>Percentage of Inclusion Lead Salary (JT)</b> To strategically plan and oversee the provision for PP children.</p>		



<p>To ensure PP pupils are supported with their transition across year groups and key stages.</p>	<p>To lead and develop inclusive practice and liaise with staff and outside agencies to ensure effective channels of communication.</p>		<p>Weekly Inclusion meetings with key staff are held in order to provide an opportunity to highlight key children requiring additional support.</p>
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<b>Experience and opportunities to raise achievement</b>			
<p>Pupil Premium guarantee to enable parents to support the school and their child in deciding on the best provision.</p>	<p><b>61 x £125 per pupil for pupil premium guarantee</b></p> <p>Parents to have ownership of £125 to support their child's learning. This can be used to support trips, uniform, music tuition etc.</p> <p>To develop home/school communication- focusing on the <b>impact</b> of the money on the child's overall education.</p>	<p>£7,625</p>	<p>Pupil premium allocation take up in February was low showing that 15 parents/carers had accessed some/all of their £125. Because of this, mid-way through the year a letter was sent to parents to remind them of their child's pupil premium allocation and how to access it.</p> <p>At the ends of the year, take-up of the allocation remains mixed with 27 parents/carers accessing some/all of their £125.</p> <p>A total of £2118.76 has been spent of the allocated funds. A final reminder letter will be sent out to remind parents they can use this until the end of the academic year and cannot be carried over to the next year.</p>





			<p>Feedback from impact statement parents are asked to fill in when accessing funds suggests that the money has enabled the children to feel fully included in all aspects of school life and be part of experiences outside of the classroom, which they would not normally be able to afford.</p>
<p>To inspire pupils to pursue learning in their own areas of interest or strengths.</p>	<p><b>61 x £75 per pupil for individual enrichment opportunities</b></p> <p>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.</p>	<p>£4,575</p>	<p>Art trip – Two of our PP Year 8 pupils showed an interest and passion in Art this year so we tailored an art trip to Bournemouth University Arts Institute to inspire these children further to think about their futures and where this passion could take them. Children were highly engaged and showed high aspirations for their future goals during and after the trip.</p> <p>VR centre trip – all PP child attended the VR centre at no fee to access learning in that environment.</p> <p>Brenscombe – PP children’s fees were paid for using the individual enrichment fund so all children have the opportunity to take part in this extended learning opportunity.</p> <p>Rock challenge fee’s for 8 x KS2 pupils. We ensured 3 x pupils who were unable to access rock challenge due to age range were part of the crew to give them this opportunity.</p>



			<p>5 x KS3 pupils took part in Rock Challenge at Corfe Hills.</p> <p>7 x theatre costs for lighthouse performance.</p> <p>PP were children selected in a coach role for quad kids, cricket and athletic events.</p> <p>Work experience for 1 pupil (SB- site team)</p> <p>3 x Bike ability.</p>
To improve reading ages, literacy levels, vocabulary and comprehension and accelerate learning for all.	<b>Additional appointment of KS2 teacher midyear to particularly focus on PP children.</b>	£6,260	Appointment made. Progress figures for maths and English significantly improved with in-year intervention from -8 to -3 in reading and from -11 to -1.8 in maths
To ensure any emergency needs are met to avoid any negative impacts on children's learning and development.	<b>Allocation fund for emergency needs throughout the year.</b>  This could be used for such things as resources to support attendance, for example a bike or petrol costs to enable a child to continue to attend school.	£3,400	Used to support one child ( see SB case study)
<b>Leadership support to raise achievement</b>			



<p>To ensure that all PP pupils are tracked and monitored effectively so that they make progress at least in line with their peers.</p>	<p><b>TLR payment for Senior Leader – Pupil Premium Lead (JG)</b></p>	<p>£2,500</p>	<p>Pupil premium children have been monitored and tracked effectively throughout the year at three points and their performance compared with non-disadvantaged pupils. Data has been analysed both in terms of attainment and progress comparisons.</p> <p>Through analysing the cohorts GL assessments for pupil premium pupils, it was found that in year 5 weaknesses were in English where only 6 out of 11 PP children were making progress in line with their peers – pre-teaching was used as a tool to support their learning. In Year 6, in maths only 6 out of 16 PP children were making expected progress. Therefore, quality first teaching was implemented to ensure their progress was accelerated. How we teach maths was reconsidered across the school. Implementing small steps. Year 6 maths interventions were attended for focus children in the mornings and after school.</p> <p>In Year 7 and 8, the majority of PP pupils were making expected progress or higher in both English and Maths. From this analysis and other cohort analysis.</p> <p>Year 5 English is now purposeful and links to challenges which has inspired children and proven to increase progress.</p> <p>Children have also been tracked and monitored to provide targeted interventions with an LSA with the aim to further ensure their progress remains in line with their peers. Children’s enjoyment of school, behaviour and attendance have been analysed to create these targeted interventions.</p>
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<p>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</p>	<p><b>GL assessment – CDS package</b></p>	<p>£6500</p>	<p>Regularly tracking attainment at set points in the year has supported the school and teachers to ensure all children are making the expected progress. GL assessments have been used as a tool to inform planning and teaching, allowing children to re-address areas of learning where information has not been retained. For example in Year 5, multiplying by 10, 100, 1000 has been revisited at 3 points in the year to reflect the cohort’s gaps in knowledge which were evident from the data.</p> <p>Screening children for dyslexia and dyscalculia has identified those children who need extra support in learning and allowed teachers to support them with this.</p>
<p>To ensure our school practice for pupil premium is continually monitored and reflect national developments.</p>	<p><b>Pupil Premium Lead Network meetings (JG) X 3 throughout the school year</b></p> <p>To have opportunities to share best practice – what have others done to close the gap? To remain informed of national developments.</p>	<p>£100</p>	<p>Attending network meetings has allowed the pupil premium lead to remain on top of up to date national developments. Monitoring this has ensured that our school practice continues to reflect national developments.</p>