



# Broadstone Middle

## Pupil Premium Strategy 2017-18

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 2017-18

	Whole school	5	6	7	8
<b>FSM / EVER6</b>	<b>41</b>	<b>9</b>	<b>19</b>	<b>8</b>	<b>5</b>
<b>SERVICE</b>	<b>10</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>3</b>
<b>CIC/Adopted f C</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>51</b>	<b>9</b>	<b>24</b>	<b>10</b>	<b>8</b>

Action and Expected Outcome	Allocation of funds	COST £47,236	IMPACT
Curriculum support to raise achievement			
To further improve progress rates for PP students through focused interventions	<b>2 LSA's October-July</b> 30 hours per week  Targeted support for PP students, with a focus upon our Year 6 students in preparation for their SATS and their transition into KS3.	£23,000	<b>SATS 2018</b>  The progress score for Reading and Writing for the Year 6 Pupil Premium (PP) children is particularly pleasing. The cohort progress measure for Reading was -0.3, but for our PP cohort was +0.24. Similarly, in writing, the cohort progress score came out at +1.15, with our PP cohort



	Lunch time Lexia and Reading Plus sessions.		<p>extending this progress measure with a score of +2.4. In both cases, our PP children were the highest achieving, in terms of progress, of all of our subgroups.</p> <p>Reading Plus Interventions:</p> <p>Lexia-Used as an early morning intervention. Children have generally engaged well, particularly KS2 students.</p>
<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> 3 days of whole school input at the start of the year.</p>	<p>£3,000</p>	<p>The programme was insightful and engaging for children and staff. Helping to put staff INSET, surrounding metacognition and solo taxonomy, into context. The programme supported the school to raise achievement and aspirations, through advocating a research-led approach to teaching and learning and embedding metacognition, resilience and wellbeing into the learning culture of BMS. Our commitment to developing successful, independent and resilient learners can be seen through the creation of our first Failure Week, alongside the explicit teaching of metacognitions in our L2L sessions on a Monday and across the curriculum. Over the course of the year, we have further developed our approach to teaching learning through the creation of the Knowledge Organisers- these were rolled out during the Summer Term and are proving to be successful in supporting knowledge retrieval.</p> <p>Evidence of students independence and understanding of the ways in which they learn best, can be seen through their TIPS in their books and reflections during a Learning Intention. Over the year children have become more familiar with metacognitive terminology and have gained confidence in the different strategies and what works best for them.</p>



<p>To develop whole school teaching and learning practice, to enable all staff to support the needs of every child in their care.</p> <p>To develop a creative response to learner's needs, through targeted CI sessions.</p>	<p><b>Percentage of Teaching and Learning Lead Salary</b> Developing the explicit teaching of metacognition and developing independent practice.</p>	<p>£2,947</p>	<p>The Effective Teaching and Learning Team have been 'on the ground' troubleshooting and showcasing best practice in relation to pedagogy and the explicit teaching of metacognition. At key points during the year, the T+L Lead has taken responsibility for planning L2L sessions as well as making a Wednesday Briefing slot a dedicated time for discussing teaching and learning. The team have been responsible for collating feedback from staff and informing SLT of any barriers or difficulties faced with the new pedagogical approach. They have worked collaboratively over the year and have been keen to make adaptations and respond to the needs of the learners. Whilst we recognise we are at the start of our pedagogical journey and we need to embed and build on the practice developed this year, we are in strong position moving forwards. It has become clear over the year, that each aspect of our teaching and learning approach is 'meshed'-with the focus being on the best outcomes for children with a focus on 'remembering why we are here.'</p>
<p>Pastoral support to raise achievement</p>			
<p>To provide holistic support for PP pupils to enable students to access learning.</p>	<p><b>Percentage of Pastoral Care Lead Salary</b> Supporting children with poor attendance, emotional needs, anxiety, behaviour support, social friendships/bullying.  Closely tracking absence, working closely with parents/carers and external agencies to reduce the gap in attendance.</p>	<p>£2,947</p>	<p>PP Children are discussed at the weekly Inclusion Meetings, with any background information shared, when appropriate, with key staff. Where any of these children require extra pastoral support, this is either timetabled as a regular support session or given on an as and when basis.</p> <p>Where children have had difficulties, parents have been invited in and support offered. In some cases this has involved referring for Family Outreach to support the wider family as well as the child themselves.</p>



<p>To improve attendance for PP pupils</p>			<p>The current attendance figures for our PP children stand at 96%-this is in line with the past 2 academic years. The Pastoral Lead, alongside the Inclusion Team and the Office Team, have closely monitored attendance throughout the year and have met with the Attendance Workers to discuss concerns at regular points throughout the year.</p> <p>One of our PP children is a 'persistent absentee' and significant time and resources have been used to support her and the family. Meetings have been arranged with Family Outreach, Attendance Team and the School Nurse to support with attendance. Communication between school and home has improved over the year, with the Mum directly liaising with the Inclusion Lead to alleviate anxieties.</p>
<p>To further develop and enhance transitions procedures across KS2 and KS3.</p> <p>To ensure PP pupils are supported with their transition across year groups and key stages.</p>	<p><b>Percentage of Assistant Headteacher Salary</b> Working closely with feeder first schools and secondary schools to develop more robust transition systems.</p> <p>Liaising with staff, both from our school and further afield, to organise transition events and ensure effective channels of communication.</p>	<p>£2,947</p>	<p>Transition procedures have been developed over the year, which have benefitted all children. In particular our children transitioning between schools have been targeted and have been given plenty more opportunities to become familiar with their new setting, as there have been increased opportunities to visit their new school. The AHT, alongside the Inclusion team, have worked hard to develop communication procedures and have been successful in updating our Inclusion Register, with information about the new starters, ready for September. We have ensured that all vulnerable and high needs children have been supported with transition and have had additional visits and support where necessary.</p> <p>Need to develop our transition procedures for our children moving between year groups or key stages. Noticed a dip in behaviour, linked with anxiety, in the lead up to Transition Day and the end of the year.</p>
<p>Experience and opportunities to raise achievement</p>			



<p>Pupil Premium guarantee to enable parents to support the school and their child in deciding on the best provision</p>	<p><b>52 x£125 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>New process to develop home/school communication- focusing on the <b>impact</b> of the money on the child's overall education.</p>	<p>£6,500</p>	<p>Take up of the personal allowance remains mixed, with 45 number of parents/carers using some/all of their £125. A total of £2691.52 has been spent of the allocated funds.</p> <p>This year we have introduced 'impact statements' whereby parents/carers must fill in a populated form to express the impact the money will have upon their child's learning and wellbeing. The money has been used to support the following:</p> <ul style="list-style-type: none"> <li>• School Trips</li> <li>• School Uniform</li> <li>• Music Tuition</li> <li>• Contributions for technology sessions</li> </ul> <p>Feedback 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, that they would not normally be able to afford.</p>
<p>Leadership support to raise achievement</p>			
<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 (JP)</b></p> <p>Focus on whole school 'Learning to Learn' programme and development of the explicit teaching of metacognition. This will have a far reaching benefit for all. Assessment system to effectively track and monitor the performance of all students, to ensure no child is left behind.</p>	<p>£2,947</p>	<p>In line with the Year 6 SATS results, our PP children have out- performed their peers in many subject areas. Of particular note are the following subjects/year groups:</p> <ul style="list-style-type: none"> <li>• Year 5 Maths-Higher progress score and higher percentage at ARE or above.</li> <li>• Year 8 English Writing- Higher progress score and higher percentage at ARE or above.</li> <li>• Year 8 Art-100% of PP children are at ARE compared with 89.6% as a full cohort.</li> <li>• Year 8 Science-a larger percentage of PP children are achieving the expected standard compared to their peers.</li> <li>• Year 5 and 6 have both surpassed the cohort, as a whole, in terms of their progress measure in PE across the year.</li> </ul>



			<p>Need to further develop English support for PP children across all year groups. Although, progress points are similar (for example 1.61 and 1.63 for PP children in year 8 Writing) PP children are attaining less well. There are a higher percentage of children achieving 'Capable' as opposed to meeting ARE/Confident.</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's Salary</b> To strategically plan and oversee the provision for PP children.</p>	<p>£2,947</p>	<p>The Inclusion Review supports that PP children, including those with SEND, are making progress across the curriculum. The gap between those high needs children and their peers is no more than 0.3 in KS2 and 0.4 in KS3 subjects. When exploring the progress of PP children, as explained above, they are often posting higher progress scores. There is, however, an attainment gap that needs to be closed and this needs to be a development point for the coming year.</p> <p>The Inclusion Lead has worked collaboratively with the Inclusion Team, Office Team, KS2 +3 Leads and AHT for transition to support PP learners across the school. Improved communication has ensured that staff are fully aware of any barriers to learning and any social and emotional needs of the children (through weekly Inclusion Minutes and the Inclusion Register) so children are fully supported. The Pupil Premium Register (as part of the Inclusion Register) details strategies that are effective in supporting individual children.</p>