**Pupil premium strategy statement**

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| 1. **Summary information** | | | | | | | | | | | | | | | |
| **School** | | | Fulbrook Middle School | | | | | | | | | | | | |
| **Academic Year** | | | 19-20 | **Total PP budget** | | | £ 71,820 | **Date of most recent PP Review** | | | | | October 2019 | | |
| **Total number of pupils** | | | 457 | **Number of pupils eligible for PP** | | | 67 | **Date for next internal review of this strategy** | | | | | Autumn 2020 | | |
| 1. **Attainment of Year 6** | | | | | | | | | | | | | | |
|  | | | | | *Pupils eligible for PP (your school)* | | | | | | *Pupils not eligible for PP (national average)* | | | |
|  | | | | | 2016 | 2017 | | | | 2018 | 2016 | 2017 | | 2018 |
| **% achieving ARE in reading, writing and maths** | | | | | 50% | 43% | | | | 67% | 60% | 67% | | 70% |
| **% achieving ARE in reading** | | | | | 67% | 52% | | | | 86% | 72% | 77% | | 80% |
| **% achieving ARE in writing** | | | | | 50% | 62% | | | | 71% | 79% | 81% | | 83% |
| **% achieving ARE in maths** | | | | | 67% | 67% | | | | 81% | 76% | 80% | | 81% |
| 1. **Barriers to future attainment (for DA pupils, including high ability)** | | | | | | | | | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | | | | | | |
|  | | Historically, pupils eligible for PP have struggled with inference in relation to reading. This is due to a lack of cultural experiences and limited or no access to quality reading materials outside of school. This also means they have a more limited vocabulary when compared to other children in our school. | | | | | | | | | | | | | |
|  | | Related to the barrier above, our PP children have a limited experience of learning outside of normal lessons (for example, visiting the library, going to a museum or art gallery). This means that our PP children find it harder to relate to the wider curriculum and write with confidence. | | | | | | | | | | | | | |
| **C.** | | In our current cohorts, 5% of our PP pupils identify as pupils with SEND (Special Educational Needs and/or Disabilities).  Pupils who identify as with SEND and disadvantage are referred to as VIPs, for the purposes of this document and for reference in school.  Our greatest area of need for VIP pupils is Cognition and Learning. These pupils experience difficulties with a specific area of their learning.  Some of our DA children present with attachment issues. This means that they are more likely to display challenging behaviour and or emotional issues, which impacts negatively on achievement in lessons and attendance at school. | | | | | | | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | | | | |
| **D.** | | Parents of DA children at Fulbrook are less likely to engage with particular reference to their ability to support home-based activities, attendance at parent evenings and workshops. For our VIP pupils, this issue is further compounded in relation to reviewing provision.  We have identified that this is for a range of reasons including shift patterns, transport issues, childcare and a lack of confidence in engaging with the school. | | | | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | | | *Success criteria* | | | | | |
|  | The gap in attainment, in relation to reading, between DA pupils and non-DA pupils narrows with the aid of Accelerated Reader which will enable children to experience a wider range of quality texts and be further supported with their reading in school. | | | | | | | | Percentage of PP children reaching ARE or above in reading:  Year 5 – 65%  Year 6 – 70%  Year 7 – 60%  Year 8 – 70% | | | | | |
|  | All staff have raised expectations, awareness and aspirations for all pupils from disadvantaged backgrounds by fully engaging with the ‘Raising Attainment of Disadvantaged Youngers’ (RADY) project and using this to inform their teaching. | | | | | | | | Pupil voice in all subject areas.  Student leadership and responsibilities.  Proportional representation of DA pupils in all aspects of extra-curricular activities. | | | | | |
|  | The attendance of DA will be in line with others in the school (which will be in line with national or above). Restorative approaches, where appropriate, have been used to identify barriers and work with families to improve attendance. | | | | | | | | Attendance target for DA children: 96% or above.  Behaviour data will continue to show an improving picture for DA children. | | | | | |
|  | Awareness has been raised, amongst all staff, regarding the impact that ‘Attachment difficulties’ and trauma can have on a DA’s behaviour, emotional state, achievement and attendance at school. | | | | | | | | Recommended strategies are having a positive impact on DA pupil outcomes and relationships between peers and staff. | | | | | |
|  | Opportunities to increase and enrich the Cultural Capital experiences for DA pupils. Gaps are identified in individual’s experiences and extra-curricular opportunities, including trips and residentials, are offered to our DA families as a priority and financially subsidised and additional support, such as transport, will be provided. | | | | | | | | At least proportional representation (17%) of pupils attend extra-curricular opportunities offered by the school. | | | | | |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019-2020** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A | Ensure that reading books selected for ‘whole class’ reading are exciting and engaging for children. Link these with writing opportunities and the wider curriculum. | **At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as** [**"arts for arts' sake"**](https://educationendowmentfoundation.org.uk/news/why-arts-education-matters/)**. We think all children, including those from** disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils’ needs and interests. | Regular monitoring of assessment data to identify progress being made in reading and writing.  Identifying pupils who are not on track to meet age related expectations or above in a timely manner and implementing appropriate Quality First Strategies to accelerate progress.  Pupil voice will be conducted to gauge pupil enjoyment of reading and increased access to a wider range of texts.  The Accelerated Reader core team will ensure that all DA pupils have regular opportunities to access the programme. | Accelerated Reader Core Team | Four weekly Pupil Progress Meetings  Termly data drops |
| A & B | Teachers will specifically teach new and unfamiliar vocabulary and ensure that PP children learn their age-appropriate spellings through new approaches. | **EEF -** For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.  Mary Myatt – “High Challenge, Low Threat.” Using quick quizzes to help children commit learning to the long-term memory. | Pupil voice  Lesson visits  Improved outcomes for SPAG and other areas of the curriculum where knowledge and curriculum is assessed. | Subject Leaders & Teachers | Weekly English departmental meetings  Four weekly Pupil Progress Meetings  Termly data drops |
| A, B, D & E | Marking policy will be reviewed to reflect verbal feedback.  Teachers will provide feedback to pupils through marking and intervention during the lesson to ensure progress is made and misconceptions are addressed immediately. | **EEF – Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. On average, the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year.** | Lesson observations.  Work scrutiny Training for staff and identification of whole-school priorities as a result of pupil voice and aforementioned monitoring activities. | Subject Leaders  ELT | Daily lesson visits  Weekly departmental meetings  Pupil Progress Meetings – 4 weekly |
| A, B, C, D & E | Pupil Premium Lead will raise awareness of DA pupils by fully embracing the RADY PROJECT – ‘Raising Attainment of Disadvantaged Youngsters’ by launching the project and referring back to its approach.  Time is allocated for staff proactively identify individual barriers to learning and then with that information they are implementing strategies to overcome the barriers and then raising expectations and aspirations. | **Rationale: persistent low attainment for DA locally and nationally.**  **The RADY approach is embedded in over 40 schools across the West Midlands and having a positive impact on attainment of DA pupils in these schools.** | Pupil voice  Parental voice Attendance register – Training day Paper records – strategies implemented  Staff feedback | PP Lead  SLT | Termly  Year team meetings |
| B, C, D & E | Pupil Premium Lead/SENDCo will deliver whole-school training in relation to Attachment disorder. Teachers will have strategies that they can implement to support DA pupils that present with this difficulty. | “Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development.” (Rimm-Kaufman & Sandilos, 2019) | Pupil voice – interviews to identify how pupils feel about teachers and school. Lesson observations  Teacher observations Teacher feedback Learning walks | Pupil Premium Lead | Spring term  Summer term |
| **Total budgeted cost** | | | | | £47,000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A | Daily reading opportunities for DA.  Staff trained and Accelerated Reader (AR) used to ensure children are accessing the right level of text. | EEF - There are indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills **EEF - Language and literacy provide us with the**[**building blocks**](https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/) **not just for academic success, but for fulfilling careers and rewarding lives.** | Monitoring of reading journals.  Monitoring of AR quiz frequency etc.  Observations of sessions and checking of half termly data | Accelerated Reader Core Team  Subject teachers | Half termly pupil progress meetings. |
| A, B, C, D & E | Mentoring scheme. All DA pupils will be assigned an adult in school who will proactively support them. The designated adult will check in with the pupil on a regular basis and encourage pupil voice by really listening to what DA pupils have to say. They will find opportunities for them to represent the school and liaise with parents. | The RADY approach has suggested this strategy as a way of removing barriers and involving more parents from DA backgrounds. Other schools, involved in the project, have trialled this and state it increased parental involvement and helped to build positive relationships between school and home, which has had a positive impact on attainment of DA pupils in these schools. | Pupil voice  Record keeping  Teacher voice  Parental voice | All staff involved | Termly  Year team meetings |
| B & D | Parents/carers of DA pupils will be given first priority to attend parental consultation mornings and/or evenings, presentation evenings.   Parents/carers will be informed when the booking system is open and support, if required, will be provided to enable parents/carers to book an appropriate sot or transport will be provided to attend events, should this be a barrier.  Where parents are unable to attend, transport will be offered, or an alternative mode of feedback can be arranged. For example: telephone call, alternative meeting place or email. |  | 100% attendance – parents evening |  |  |
| B, D & E | DA pupils will be, at least, proportionally represented in all areas of school life.  The school will subsidise financial costs of events, or cover the cost in full, if financial reasons are a barrier for pupils.  All staff will monitor and track which pupils are attending clubs, trips, including residentials and any other extra-curricular events. | **EEF – all children deserve a well-rounded culturally rich education.** | . 17% of DA |  |  |
| A, B, C & D | Restorative approaches, where appropriate, will be used to identify barriers and work with families to identify any underlying needs and improve attendance.  Attendance and behaviour will be monitored weekly and as required the school minibus will be deployed, where possible, to transport pupils and get them into school. |  | Attendance figures |  |  |
| C & D | SENDCo will attend additional training in relation to attachment and behaviour in order to explore a wider range of workshops and interventions to help address emotional and behavioural issues.  SENDCo will then deliver whole-school training to staff in relation to attachment and trauma to raise awareness and improve understanding of the difficulties pupils face and how this can impact  their learning. | EEF - Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues.Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. **EEF – Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Estimated benefits are around 4 months.** | Attendance of children (and parents) at appropriate sessions.  Monitoring of PP plan (shows PP access to different opportunities). | VL  KW | As appropriate depending on intervention duration. |
| A, B & D | Smaller teacher classes in Year 7 have been implemented to provide preferential teaching where more VIPS are based. |  |  |  |  |
| B & E | Subsidised music lessons with peripatetic music lessons for DA pupils. |  |  |  |  |
| A, B & E | Teaching staff will prioritise the marking, where appropriate, and verbal feedback of DA pupil’s books and implement necessary classroom interventions, immediately, when gaps are identified.  necessary classroom |  |  |  |  |
| A & C | All DA pupils will be invited to breakfast club, which will be paid for in full by the school. | A balanced breakfast at the start of the school day, will enable pupils to ground themselves, eat a healthy balanced meal and prepare themselves for learning. |  |  |  |
| D & E | School counsellors and nurses and Art/Play therapists to support DA pupils social, emotional and mental health needs. |  |  |  |  |
| A & B | Purchase of revision guides and text books for core subjects to support home learning.  CGP and AQA |  |  |  |  |
| **Total budgeted cost** | | | | | £18,000 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A, B, C, D & E | Raising the attainment of disadvantaged youngsters (RADY). | **The RADY approach is embedded in over 40 schools across the West Midlands and having a positive impact on attainment of PP children in these schools.** | Pupil voice  Parent voice | JMQ SLT  ELT | Termly |
| E | Introduction of Drama to curriculum, led by specialist. | **EEF – On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.** | Pupil voice  Parent voice  Teacher observation | SLT  ELT  HOD | Termly |
| A, B & E | Termly reviews of interventions timetable to prevent pupils missing core subjects | **EEF –more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact of an additional four months’ progress.** | Pupil voice  Parent voice  Subject data – pupil progress | ELT | Termly |
| B, E | Use of school minibus for transporting pupils to transition programmes and other events (school taxi service) | Parental feedback regarding difficulties in transporting pupils to out of school activities. | Percentage of uptake  Increase in pupils attending extra-curricular activities | HOY  ELT  SLT | Yearly |
| **Total budgeted cost** | | | | | £6,000 |

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| 1. **Review of expenditure** | | |
| **Previous Academic Year 18-19** | | |
| **Chosen action/approach** | **Did you meet the success criteria?** | **Lessons learned (and whether you will continue with this approach)** |
| Provide a free breakfast club to all PP pupils. | Six pupils benefitted from Breakfast club. | Improved individual pupil attendance for those pupils, in particular their concentration levels. Therefore, we also offered breakfast during lesson 1 for SATS week, which captured any child who was unable or reluctant to attend breakfast club.  Further work needs to be done to remove the stigma associated with breakfast club. |
| Create reward strategies to improve school attendance and extra-curricular activities. | Successful on an individual basis. | Some pupils prefer discreet praise and therefore whole-school assembly certificates are not always effective. |
| Invite pupils from Upper Schools to speak to pupils about aspirations, further education and career opportunities. | Russell Group University ambassador came and presented to pupils.  Pupil feedback indicates that this approach was successful and motivated them to work hard.  Teacher observations showed that pupils were engaged during the talks. | More opportunities need to be made for this to happen across young year groups. |
| After school homework club to be run for PP pupils. | Low uptake but beneficial to those who did attend. | Explore opportunities to incentivise attendance and ensure that supervising staff are equipped to support completion of homework. |
| Explore further opportunities to widen PP pupils’ horizons and experiences e.g. theatre, museum visits. | We took pupils to see War Horse at MK theatre, which provided them with cultural capital. Parents were invited to be volunteer helpers, which improved their engagement. Children were taken to an RAF day at Shuttleworth, which gave them information on Stem subjects as well as providing stimulus for their writing. This produced good work from Year 6, and helped children achieve age related expectations or above. The RSC link with Matilda gave children a high quality experience of putting on a school play. The cast included several PP children. Similarly, the school production of Macbeth involved children from a wide range of groups. | Pupils thrived during the Matilda Champion project. There is a need for us to explore the inclusion of drama on the curriculum at Key Stage 3 and more opportunities need to be provided for Key Stage 2 pupils. |
| Use school mini bus to enable disadvantaged children access to educational trips and extra-curricular activities. | All pupils who expressed a desire to attend an extra-curricular activity were financially supported, where appropriate, and given access to the mini bus to assist attendance.  We extended the mini-bus training to more members of staff to ensure that it was accessible to all departments and not limited to the PE. | Significant forward planning is required to ensure the mini bus is available at key points with the right capacity. |
| GL assessments to provide independently verifiable and robust tracking of progress | Excellent resource in tracking standardised age scores year on year and nationally. | Assessments need to be implemented strategically to ensure that pupils have access to readers and rest breaks, where appropriate. |
| Parents to be contacted prior to significant tests/projects, in addition to the regular forms of communication. | Reduced anxiety observed by teachers in tests.  Pupil feedback suggests that they benefitted from the extra communication and therefore there have been higher levels of participation recorded. | Priority bookings to explored and preferred communication methods agreed with PP families. |
| PIXL club membership to improve classroom core subject resources, tracking systems and staff training. | Particularly successful in tracking individual children. The assessment schedule worked well for maths allowing us to successfully bench mark pupils against national data. | To align the maths and English schedule to get the greatest benefit from the PIXL national data. |
| Support staff to provide specialist interventions to DA pupils with SEND. |  | Unfortunately, academic targeted interventions did not run consistently throughout the year, due to long-term staff absences, which could not be avoided. Therefore, it is difficult to state what impact this objective had on the attainment and progress of DA pupils.  Last years’ experience has encouraged us, as a school, to review the way in which we provide targeted support, including who and when pupils receive interventions.  We need to explore use of external providers including Art and Play therapists.  We will invest in Accelerated Reader, Quality First Teaching approaches and staff training for example: Kagan Cooperative approaches. |
| Investigate the provision for PP pupils with low literacy skills with Kindles to improve motivation for and access to reading and as a research tool. | Kindles are being utilised in lessons across the curriculum. We have also loaned Kindles to PP pupils to assist with homework tasks. | Kindles are proving to be a very beneficial tool within the classroom and due to be being used increasingly more we need more and will use next year’s budget to purchase more. |
| To cover cost of residential trips for PP pupils. | All pupils who expressed a desire to attend a residential trip were financially supported up to 100%.  Year 5 - Derbyshire  Year 6 – Grafham Water  Year 7 – France  Year 8 – Blue Peris | Parents do not always feel comfortable asking for financial support due to the stigma attached.  We will review how we share information with parents with regards to eligibility. |