

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Perton Middle School
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 Year
Date this statement was published	21.1.22
Date on which it will be reviewed	18.3.22
Statement authorised by	Alex Dadge
Pupil premium lead	Chloe Shelley
Governor / Trustee lead	Kevin Handley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,175
Recovery premium funding allocation this academic year	£14,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,375

Part A: Pupil premium strategy plan

Statement of intent

At Perton Middle School, we empower all students to have access to the opportunities to allow them to achieve their full potential regardless of their background or start point. This applies to all aspects of learning – academic, personal and social. We are committed to providing equal access to a curriculum that is rich with knowledge and lived experiences within our school community, where everyone is heard and valued. We will ensure that all staff have the knowledge of their pupils that is necessary to help them to overcome any potential barriers. This will ensure that no child, including those who face social disadvantage is left behind. We will consider the specific needs that a pupil may face due to their particular circumstance (including those with a social worker, children in the care of the local authority or those previously looked after) as well as general barriers to academic attainment and progress that exist for vulnerable pupils.

The pupil premium funding will be used in a variety of ways to improve outcomes for vulnerable pupils and the strategies adopted will be adopted based on the best available research and evidence at the time. This will also help to ensure that outcomes for children who are not disadvantaged continue to be sustained or improved.

Broadly the funding will help us to:

- provide additional educational support to improve the progress and raise the standard of achievement for these students.*
- narrow and close the gap between the achievement of these students and those nationally.*
- address any underlying inequalities between children eligible for pupil premium and others.*
- reach the students who need it most and make a significant impact on their education and lives through trips, residential visits and wider learning opportunities that exist through school.*

Challenges

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

Challenge number	Detail of challenge
1.	Lack of support at home for Pupil Premium students including a lack of resources available at home and pupils have limited lived experiences beyond their homelife and immediate community.
2.	Low self-esteem and confidence
3.	Low attendance and persistent absentees including poor punctuality.
4.	Low literacy and numeracy attainment and slow progress. Gaps and misconceptions are identified by class teachers.
5.	There has been a delayed impact on the mental health of some pupils due to the effects of lockdown and Covid-19 restrictions.
6.	Some disadvantaged children do not access wider opportunities outside school to the same frequency as their non-disadvantaged peers.

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.

Intended outcome	Success criteria
School supports Pupil Premium families by providing uniform, equipment and books where necessary.	<p>Form Tutors identify those children who have barriers to learning through the PALs project.</p> <p>SENCo/ Assistant SENCo and Head teacher support identified families and children to alleviate barriers to learning.</p> <p>All Pupil Premium students will have correct uniform, appropriate equipment and books to support and enhance learning to allow them to feel part of the school community.</p>
School will provide students with the opportunities for lived experiences through extra-curricular activities and educational visits.	<p>Attendance for Pupil Premium students at after-school clubs will increase.</p> <p>School trips will be part-funded to allow attendance for these students.</p>
1-1 and small group interventions will boost Pupil Premium students' confidence in their own abilities leading to better achievement across a range of curriculum areas.	<p>Identified children are invited to the following sessions with form tutors and/or support staff:</p> <ul style="list-style-type: none"> • Art Intervention • Lego Therapy • Think for the Future Project • PALs (Pupil Achievement Leaders) • Pastoral Support Manager

<p>Support from LST and EWW to assist families with improving their child's attendance percentage. CSh will run workshops with parents to encourage attendance.</p>	<p>Pupil Premium pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Assistant Head teacher (CSh) brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>
<p>Intervention groups and in-class support will be provided in Literacy and Numeracy to boost the attainment of Pupil Premium students.</p>	<p>Attainment and progress will increase amongst Pupil Premium students in Literacy and Numeracy.</p> <p>End of Summer 2022 data will show that 95%-100% of Pupil Premium students have made progress across the academic year.</p> <p>Analysis of interventions will show that these have had a positive impact on children's learning and progress made.</p>

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: £32,112.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
Advertise key staff appointments in nationally recognised forums and websites. (£1,500)		4
Increase teaching TLRs and approve PM progressions (£3,994.92)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium__How_schools_are_spending_the_funding.pdf	4
Allocation of funds towards Continuing Professional Development (CPD) for teachers and Tas across school including staff training from outside agencies to improve teaching and learning (£5,752)	Quality first teaching in all classes every day. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium__How_schools_are_spending_the_funding.pdf	4
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for KS2 and KS3. (£10,500)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium__How_schools_are_spending_the_funding.pdf Providing effective challenge for children identified as needing catch-up	4
Additional PE apprentice who will also support in English and Maths (£10,365.99)		4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,421.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2x weekly sessions (Y5 and Y6) English reading skills with a Teaching Assistant</p> <p>Weekly sessions of small group English and Maths intervention/tuition with a teacher (KS2 and KS3)</p> <p>Phonics catch-up sessions with a Teaching Assistant (KS2 and KS3)</p> <p>Weekly sessions of reading fluency intervention with a Teaching Assistant (all year groups)</p> <p>(£24,409.49)</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	4
<p>Weekly homework support. Group sessions with a nominated teacher to help complete Knowledge Bank tasks.</p> <p>(£2,917)</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1
<p>Improve the provision and resources for SEND and SEMH pupils.</p> <p>Alternative learning opportunities focusing on educational and personal development</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium__How_schools_are_spending_the_funding.pdf</p>	1, 2, 4, 5

(£5,400)		
Educational resources and access opportunities including revision guides for Year 6 pupils. (£5,695)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium__How_schools_are_spending_the_funding.pdf	4, 6

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

Budgeted cost: £18,840.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide STEM club opportunities for KS3 'Big Ideas' project for Year 8 Pupils (£2,500)	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2, 6
Vulnerable children to be highlighted and supported through Nurture sessions and Lego Therapy sessions. 'Think for the Future' programme for all year groups. Student counselling Each pupil to be provided support by a Pupil Achievement Leader (PAL) (£4,300)	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2, 3
Subsidised school visits to support learning, sporting or music events, residential and international visits	Provision of a range of initiatives to extend children's experiences https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_	1, 6

(£1,500)	Premium__How_schools_are_spending_the_funding.pdf	
Support for purchasing uniform, sports kit and equipment/laptop (£2800)		1
Mentoring to improve attendance Provide rewards for the attendance league winners Assistant head teacher to ensure parents are made aware of expected attendance levels when they fall below 90%. Partnership working with EWO re pupils with <90% attendance. (£1,000)	Deployment of staff to support families to improve attendance and eradicate persistent absentees. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium__How_schools_are_spending_the_funding.pdf	3
Release time for well-being leads to support families with high need SEND and Pupil Premium children. (£3,131)	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2, 5
LMa- Family support worker and SENCO identify and support families and children and work to alleviate barriers to learning. (£3,609.60)	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2, 5

Total budgeted cost: £ £89,375

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Summer 2021- KS3 Year 8 Teacher Assessed Results			
Measures	PP- 26 Pupils	Not PP- 78 Pupils	All 104 Pupils
Y8 Reading National Standard	96%	94%	93%
Y8 Reading Higher Standard	27%	27%	27%
Y8 Writing National Standard	88%	86%	87%
Y8 Writing Higher Standard	19%	23%	22%
Y8 Maths National Standard	77%	91%	88%
Y8 Maths Higher Standad	27%	31%	30%

94.5%

This table shows that in reading and writing, our Pupil Premium pupils either matched or outperformed all pupils for Expected Standard. Although they did not meet their peers in other areas, it was only a slight difference (maximum of 11%).

Summer 2021- KS2 Year 6 Teacher Assessed Results- No National Assessments due to Covid Pandemic			
Measures	School		
	PP- 19 Pupils	All 104 Pupils	
Y6 Reading National Standard	68%	75%	
Y6 Reading Higher Standard	16%	22%	
Y6 Writing National Standard	68%	75%	
Y6 Writing Higher Standard	11%	17%	
Y6 Maths National Standard	63%	67%	
Y6 Maths Higher Standad	11%	13%	
Y6 RWM National Standard	55%	55%	
Y6 RWM Higher Standad	0%	7%	

The above table shows that our Pupil Premium matched all pupils in their Expected Standard performance for RWM. Although they did not match their peers in other areas, only a small difference can be seen (maximum of 7%).

School Comparison: KS2 Pupil Premium Data (19 pupils 2021; 13 pupils 2020; 15 pupils 2019; 15 pupils 2018)

	Expected Standard			Higher Standard			Scaled Score		2019	Difference 2021-2020		
	2021	2020	2019	2021	2020	2019	2021	2020		Exp	High	Scaled
Reading	68%	92%	67%	16%	31%	20%			104	-24%	-15%	
Writing	68%	92%	93%	11%	7.60%	20%				-24%	3.40%	
SPaG	74%	92%	60%	16%	15%	55%			109	-18%	1%	
Maths	63%	92%	53%	11%	38%	27%			105	-29%	-27%	
RWM	55%		43%	0%		14%						
* No Average Scaled Score data due to the cancellation of national testing												

This final table shows a school comparison of 3 years historic data. It is important to remember that the last two years have been purely teacher assessed owing to the cancellation of the national testing due to the Covid pandemic. The final gradings for 2021 should also take into consideration the two years of disrupted learning experienced by these pupils due to national lockdowns.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths Online 1-1 interventions	Third Space Learning
Reading Interventions	Accelerated Reader