

Pupil premium strategy statement Perton Middle School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 nd year of 3 year plan
Date this statement was published	December 2023
Date on which it will be reviewed	March 2023
Statement authorised by	M.Burrington
Pupil premium lead	C.Shelley
Governor / Trustee lead	K.Handley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,770
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91,770

Part A: Pupil premium strategy plan

Statement of intent

At Perton Middle School, we empower all students to have access to the opportunities that allow them to achieve their potential, regardless of their background or starting 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 feels that they belong, that they are heard and that they are valued for their contribution that they make to it.

We will ensure that all staff have the knowledge of their pupils that is necessary to help them to overcome any potential barriers to their learning. This will ensure that no child, including those who face social disadvantage, is left behind. We will consider the specific needs that a pupils may face due to their particular circumstance (including those with a social worker, children in care of the local authority or those previously looked after) as well as general barriers to academic attainment and progress that exist for vulnerable or disadvantaged 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 employed 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 progress and raise the standard of achievement for these pupils.
- Narrow and close the gap between the achievement of these students and those nationally.
- Address any underlying inequalities between children who face disadvantage and others.
- Reach the students who need it most and make a significant improvement on their education and lives through provision of basic school needs to help with trips, residential and wider learning opportunities that we offer in school.

Challenges

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

Challenge number	Detail of challenge
1	Lower literacy and numeracy attainment with slower progress being made by disadvantaged learners.
2	Attendance of our Pupil Premium pupils is often lower than their peers as a whole.
3	Delayed impact of Covid-19 on social skills and mental health of pupils.
4	Relationships between peers and adults when dealing with conflict.
5	Relationships between school and hard to reach families whose child may have lower attendance or lower homework rate.

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
Raised attainment for disadvantaged pupils.	Attainment and progress increase for disadvantaged pupils. End of Summer 2024/25 data will show that gap between Pupil Premium students and their peers has decreased. Analysis of interventions shows that they have had a positive impact on learning and progress made.
All pupils have access to quality first teaching	All pupils are involved in lessons with no one being allowed to opt out of active learning. Staff identify target groups each lesson and adapt planning to teach responsively. Targeted questioning being used in lessons. All pupils will be able to articulate their learning journey and the Big Questions they are trying to answer. Staff will support students to break down barriers to learning to allow access for all.

Improved attendance for Pupils Premium students.	<p>Attendance spreadsheet shows an improvement in attendance rates for PP students.</p> <p>Pupils won't have as many gaps in their learning due to absence and so will have improved attainment.</p>
Pupils will be equipped and ready to learn and feel a sense of belonging. No child will miss out on a school trip/visit due to economic circumstances.	<p>Immediate start in lessons due to being properly equipped</p> <p>Uniform matches that of their peers so that students feel they belong.</p> <p>Pupil voice/parent survey results show happiness in and with school.</p> <p>All pupils have the opportunity to be involved in all aspects of school life.</p>
Social, Emotional and Mental health awareness and maturity from all pupils	<p>Pupils will know how to access support in school.</p> <p>Pupils will be able to articulate how they feel and how they might resolve conflicts.</p> <p>Pupils know who they can turn to in school if they have a problem.</p> <p>Pupils will develop techniques to self-regulate.</p>
Develop confident young people who are able to articulately express their own opinions as well as listen to the opinions of others.	<p>Pupils are able to express their opinions with reasoned arguments</p> <p>Pupils are able to respect the opinions of others, even if their views are different to their own.</p> <p>Pupils will be able to talk about themselves as learners and their learning processes.</p>
Parents/carers feel confident and welcome in school	<p>Parent survey responses</p> <p>More engagement from families</p> <p>Improved attendance for those with higher absence rates.</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: £35, 935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Advertise for an English Maternity Cover of English in nationally recognised forums and websites.		1
Employ additional TA support by advertising for x2 apprentice TA's and x2 permanent TAs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1
Continue to develop CPD so that all staff are up to date on the development of Knowledge Banks and Metacognition lessons	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1
Allocation of funding towards CPD for teachers and TA's across school to improve teaching and learning		1
Allocation of funds for reading, writing and Maths initiatives, subscriptions and high quality texts.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Develop oracy across the curriculum via oracy mats and Learning Ladders in classrooms.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Review and develop use of PDJ's for staff to record planned teaching	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1

opportunities including the impact of these.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a reading mentor to develop reading at KS2 and KS3 DHa to run Accelerated Reading programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Weekly sessions of small Maths and English interventions with a teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Phonics and spellings catch up sessions with a TA (KS2 and KS3)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

	education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Weekly homework support group with a teacher to help complete Knowledge Bank tasks.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition? https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1
Third Space Learning for individual teaching	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1

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

Budgeted cost: £34, 265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide STEM Club opportunities for KS3 Big Ideas Project for Year 8 pupils and Robotics Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3, 4
Hold parent meetings to explain Knowledge Banks and Metacognition at start of the year and at Parents' Evenings.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Accommodate EWO for attendance clinics with families of pupils with low attendance. Work with EWO to encourage attendance from pupils with <90%	www.gov.uk/Working_together_to_improve_school_attendance.pdf	2
Hold PALs events for pupils to spend time with their		2, 3

form tutors to engage in adult interaction		
Arrange pupil and parent/carer afternoons in school to build relationships with parents.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 4, 5
Invite parents in for events such as Parent Forums, afternoon tea, bingo etc	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 5
Purchase uniform and equipment to stock a Swap Shop so that pupils are able to borrow/have any items they are missing. Laptop loan for families without access to Century Tech		4
Subsidise cost of snacks for disadvantaged pupils who may not eat breakfast.		4
Conduct pupil and parent voice surveys for feedback on relationships with school, support and happiness.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Selected vulnerable pupils to be supported through nurture sessions such as Lego Therapy and GRASP interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Pastoral Officer to work with disadvantaged pupils on SEMH issues.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

Pastoral Officer to offer an extra layer to Earliest Help support alongside counselling and School Nurse.		
<p>Nominated staff to attend training on Trauma and Attachment Awareness</p> <p>Seek advice from Cath Hill from Virtual Schools on best pathway and training needs.</p>		

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2022- End of Key Stage 2 Assessment Results

	Reading		Writing		Maths	
	National Standard	Higher Standard	National Standard	Higher Standard	National Standard	Higher Standard
PP Pupils- 20	75%	15%	40%	0%	25%	10%
Not PP Pupils- 86	80%	37%	78%	3%	64%	15%
All Students- 106	80%	27%	70%	3%	57%	13%

Year 6 July 2023

	Reading		Writing		Maths	
	National Standard +	Greater Depth Standard	National Standard +	Greater Depth Standard	National Standard +	Greater Depth Standard
PP Pupils (16)	44%	13%	69%	6%	38%	6%
Not PP Pupils (108)	71%	26%	74%	13%	65%	16%
All students (124)	69%	24%	73%	12%	62%	15%

This table shows the outcomes of our Y6 pupils according to their national assessment results. The gap between PP and non-PP was wider this year due to staffing challenges which have now been rectified.

The attainment of PP pupils in Writing and Maths has improved thus narrowing the gap year on year. Reading remains a key area of priority for us and is being addressed through the use of cross curricular reading , reading schemes and interventions. Tier 3 vocabulary is also at the heart of all teaching.

As suggested in the guidance for this report, comparisons from previous years have not been made due to no official end of key stage assessments taking place because of the Covid pandemic.

Summer 2022- End of Year 8 Assessment Results

	Reading		Writing		Maths	
	National Standard	Higher Standard	National Standard	Higher Standard	National Standard	Higher Standard
PP Pupils- 20	90%	20%	90%	10%	85%	35%
Not PP Pupils- 76	86%	22%	80%	16%	82%	38%
All Students- 96	86%	22%	82%	15%	82%	38%

Year 8 July 2023

	Reading		Writing		Maths	
	National Standard +	Greater Depth Standard	National Standard +	Greater Depth Standard	National Standard +	Greater Depth Standard
PP Pupils (20)	75%	30%	75%	30%	60%	10%
Not PP Pupils (85)	95%	20%	95%	20%	80%	20%
All students (105)	90%	22%	90%	22%	76%	18%

This table shows the end of Year 8 results for academic year 2022 and 2023. Our Pupil Premium students have bettered the results of their peers for achieving greater depth apart from in Maths. As previously mentioned, this was largely due to staffing issues in the department and has now been resolved.

The oracy work and reading focus will improve the results for national standard in all subjects.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Century Tech English and Maths Homework Tasks	Century Tech
Rapid Phonics	Pearson Education Limited
Word Blaze	Rising Stars
The Spelling Book Years 3-6	Jane Considine Education
TT Rockstars	Maths Circle LTD

1-1 Maths Tuition	Third Space Learning
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.