



# **Pupil Premium Strategy**

## **2020-21.**

1. Summary information					
School	Alvechurch C of E Middle School				
Academic Year	2020-21	Total PP budget	£39,820 +£16,100 LAC	Date of most recent PP Review	n/a
Total number of pupils	439	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Feb 21

## 2. Current attainment (exit data from year 8 – taken from GL assessment)

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in English & maths (or equivalent)	83 (63)	77
% making expected progress in reading (or equivalent)	82 (75)	
% making expected progress in writing (or equivalent)	73 (75)	
% making expected progress in maths (or equivalent)	100 (100)	

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	<p><b>Low academic level on entry and lack of SEN support and identification on transition</b></p> <p><i>Evidenced by the number of diagnostic assessments requested for year 5 PP students with no SEND identified.</i></p>
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B.	<p><b>Consistent attendance at school and parental engagement</b></p> <p><i>Lack of communication from parents evidenced via staff feedback, failure to return forms etc and attendance to meetings and parents evenings.</i></p> <p><i>Overall attendance is good, but improvements need to be made with persistent absentees.</i></p>
C.	<p><b>Attitude to learning, reward and sanction balance indicates a need for core group of high focus pupils</b></p> <p><i>Although the average attitude to learning is still good (3.6 out of 4) there are a core group of PP students who are below the required standard average of 3. The average demerit count for PP students is over double that of non PP.</i></p>
D.	<p><b>Gaps in attainment on entry and due to school closures (COVID-19)</b></p> <p><i>GL assessment data highlights both a regression in existing students' knowledge and also a low level of numeracy and literacy on entry in year 5.</i></p>
<p><b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i></p>	
E.	<p><b>Poor home learning environment and structure in household has an impact on engagement with school and causes issues through homework completion</b></p> <p><i>Most PP students do not do enough homework consistently- this is evidenced one epraise which will show that the cohort are receiving D1s.</i></p>

F.	<p><b>Families on low-income are more common to not have access to digital technology at home, creating a barrier in accessing online/remote learning.</b></p> <p><i>25% of PP families do not have access to computer at home.</i></p>	
<b>4. Desired impact</b> ( <i>Desired impact and how they will be measured</i> )		<b>Success criteria</b>
A.	Improve percentage of pupils attaining combined reading, writing and maths to be in line with national.	% of pupils at end of KS2 in line with national for FSM/Disadvantaged
B.	Attendance of all pupils identified as Disadvantaged to be in line with whole school (including those on part time timetable)	Attendance to be no lower than 1% below all pupils
C.	Provide a catch up/boosting tuition program which all PP students have the chance of accessing.	Improvement in attainment via GL testing at the start and end of year.
D.	Raise aspirations of Disadvantaged pupils (particularly KS3) by giving access to experience of cultural capital.	100% of pupils having cultural and community experiences
E.	Ensure all PP families have access to digital/remote learning from home. Measured via parent feedback.	100% of PP students will access online learning should this arise.

**A. Improve percentage of pupils attaining combined reading, writing and maths to be in line with national data.**

Desired impact	Implementation	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Mid Year Review	End of Year
Increase year 6 students' access to revision materials for SATS assessments	Revision guides purchased for all year 6 student  Guidance from families on supporting revision at home	A large proportion of PP families do not purchase revision guides.  Not enough students attain combined RWM in year 6.	Ensure that 100% of this group of students have a revision guide  Increased amounts of students 'remembering more' in lessons.  Better outcomes at the end of KS2	PP mentor  HOD- English and Maths	£300	No SATS examinations to take place this year, funding will instead go towards access to trips.	
Accelerate progress of PP pupils to attain in line with other pupils at the end of KS2 assessments	Focussed individual interventions for all PP pupils over spring term.  Offer 1:1 tuition from outside tutors, funded via PPG.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>	Feedback from tutors, students and measured via academic progress.	SH/ DSn	£13,000	Pupil premium students have been offered tuition and in most cases accessed this.	

Ensure all PP students have access to a breakfast hopefully providing an Increased attention to learning	Breakfast club setup and students identified for invitations.	<a href="https://foodfoundation.org.uk/wp-content/uploads/2019/04/Childrens-Future-Food-Inquiry-report.pdf">https://foodfoundation.org.uk/wp-content/uploads/2019/04/Childrens-Future-Food-Inquiry-report.pdf</a>  Although identified numbers in our setting are lower than the average, there is still a clear need to provide this support those learners.	Monitoring attitude to learning scores after implementation, source feedback from teachers.	SH DSH	£100	Although this has been setup, not enough students are making use of this.	
Improve the attitude and behaviour of PP students	Frequent scrutiny of E-Praise.  Working collaboratively with families to improve outcomes.  Personalise behaviour plans for some students if needed.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a>  Although the average attitude to learning is still good (3.6 out of 4) there are a core group of PP students who are below the required standard average of 3. The average demerit count for PP students is over double that of non PP.	Monitoring and feedback	SH SLT HOY CN	Absorbed by staff costs	Although the number of demerits received by PP students has significantly declined, the ratio of demerits between PP students and Non-PP students is too high.	
Maintain and build upon numeracy outcomes	Small group boosting in numeracy during non-core subjects.	High impact of interventions for Maths in 18-19 which we wanted to continue last year and this year  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/</a>	Monitoring and progress reviews	JB DSn	No cost	This has been successful.	

	<p>Reduced class sizes</p> <p>Specialist numeracy equipment for year 5 students.</p>	<p>The reduced maths sets lead to a more focussed teaching experience for the students who need the most support.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p> <p>Year 5 students will have access to mathematical equipment that is proven to help teach learners new concepts. This could be loaned to families for use at home if the scenario arises.</p>	<p>Review of sets informed by weekly arithmetic tests</p> <p>Feedback from teaching staff and students.</p>	<p>JB</p>	<p>£1200</p> <p>£500</p>	<p>Completed</p>	
<p>Maintain and build upon literacy outcomes.</p>	<p>Small group tuition focussing on spelling +handwriting</p> <p>Expansion of the Lexia program, purchasing further licences to expand the number of students accessing this.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>Monitoring and progress reviews</p>	<p>Ssh</p>	<p>£500</p> <p>£1000</p>	<p>Completed.</p>	

<p>Improve the amount of homework completed by PP students</p>	<p>Facilitation of a hwk support club</p>	<p>Every student should have the opportunity to access an environment and equipment needed to complete homework.</p> <p>Large number of PP students do not complete enough homework, measured via E-Praise.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p>				<p>A very small number of students can do homework in school. At the point of review a lot of the year has been spent with lockdowns and restrictions so homework has not been set at the rate</p>	
<b>Total budgeted cost</b>					£17,200		



**Area B - Attendance of all pupils identified as Disadvantaged to be in line with whole school (including those on part time timetable)**

Desired impact	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Cost	When will you review implementation?	Mid Year Review	End of Year Review
To improve attendance of PP students	Clear procedure for absence and steps to take to improve attendance. Use of incentives to engage learners in the process of improving attendance	With the impact of school closure and the possibility of further home schooling, maintaining high attendance is more vital than ever,	Regular monitoring of attendance and review of strategy and intervention	LRH SH VR	Absorbed by attendance officer role	Feb 21	Core group of persistent absentees have improved attendance by 3%, although this shows progress, we want it to increase and be sustained.	
Maintain high levels of engagement and parental support with school of our PP families	Use of PP mentor, Thrive and external agencies	Continuing success of previous years with vastly improved contact with families, opportunities for pupils and engagement with school  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>	Termly reports to governors	SH	Absorbed by PP mentor role	July 21	Communication continues to be regular and constructive.	
<b>Total budgeted cost</b>								

**Area C - Provide a catch up/boosting tuition program which all PP students have the chance of accessing.**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Cost	When will you review implement	Mid Year Review	End of
Give pupil premium students the best opportunity to bridge gaps in their learning that either previously existed or now exist due to school closures.	At least 10 hours of 1:1 tuition given to each PP student.	The EEF estimates that School closures due to Covid-19 are likely to reverse progress made to close the attainment gap in the last decade since 2011, We must tackle this with an immediate response that is focussed on the individual.	Progress measure via the tuition providers on system plus progress seen in class assessment etc	SH	£15000	Half termly.	Many students have accessed this provision. But the uptake from parents has not been as high as we expected or hoped	
<b>Total budgeted cost</b>					£15,000			

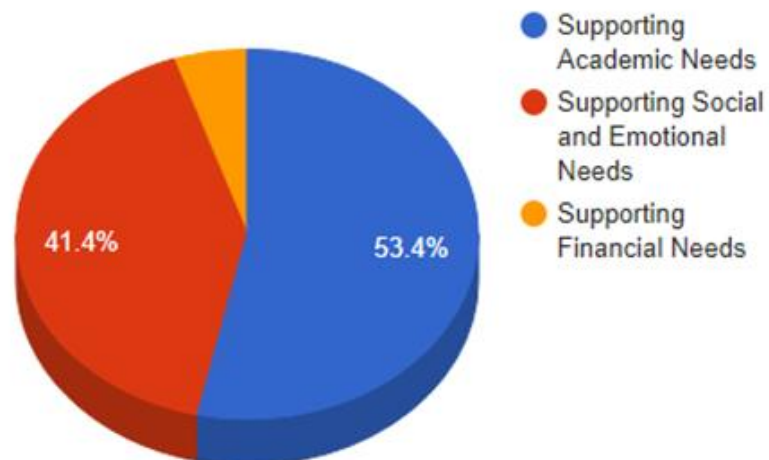
**Area D- Raise aspirations of Disadvantaged pupils (particularly KS3) by giving access to experience of cultural capital**

sired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implement actions?	Mid Year Review	End of year review
<p>Improve engagement in school of pupils eligible for PP.</p> <p>Increase opportunities to develop aspirations to lead to improved learning outside of the classroom, e.g. homework</p> <p>PP students to be more aware of their future choices and to feel more confident in their ability to achieve what they want in the future.</p>	<p>Embed work of mental health professional Access Mentorlink services to support students</p> <p>Increase extracurricular opportunities through appointment of Sports TA, extending music/arts provision</p> <p>All ks3 PP students will receive impartial careers and further education advice. Visits to local colleges to gain an insight into pathways.</p>	<p>National research into impact of mental health, identified priority on SDP due to increase in cases in school. Positive role models needed in young people's lives, a chance to talk through problems and address them.</p> <p>Prescribed activities to support pupils at lunchtime socially</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a></p>	<p>Project review</p> <p>Student Voice</p> <p>Student and teacher feedback, scrutiny of behaviour and attendance data</p>	<p>DSn, SP</p> <p>ATo</p> <p>SH</p>	<p>£17,000</p> <p>£2000</p>	<p>Feb 2020</p>	<p>Careers advice given. Reduction of extracurricular provision due to COVID restrictions. Mental health nurse who is working within the school who is successfully challenging mental health issues with out students.</p>	
<b>Total budgeted cost</b>					£19,000			


**Area E - Ensure all PP families have access to digital/remote learning from home. Measured via parent feedback.**


Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implement actions?	Mid Year Review	End of year	
<p>Pupil Premium students will not miss education due to future potential school closures.</p>	<p>Laptop loan scheme- Every family will be able to borrow a laptop in order to access home learning. We will also ensure that each family has an internet connections.</p>	<p><a href="https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning">https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning</a></p> <p>Limited pupil access to IT at home is a significant challenge, particularly for schools with the highest levels of deprivation:</p> <ul style="list-style-type: none"> <li>■ School leaders report that 23% of their school's pupils have limited access to IT at home. This is defined as one or more of the following issues: poor broadband access; little or no IT equipment in the home; having to share equipment with other family members. Teachers report this figure to be 27%.</li> <li>■ 93% of school leaders from the most deprived schools have some pupils with limited access to IT at home compared with 73% of school leaders from the least deprived schools.</li> </ul> <p>Although our numbers obviously vary compared to national data, on further investigation we found that there is still a need for around 25% of our PPG students to be able to access a laptop via school. Also, consideration needs to be given into how many learners live at a residence compared to how many devices they have. If there are 4 learners from three different schools in one household and there are only 2 devices, this causes further challenges for the family.</p>	<p>Feedback from stakeholders</p>	<p>SH</p>	<p>£5000</p>	<p>Ongoing</p>	<p>We loaned a large number of devices to families who needed one during lockdown and beyond.</p>		
<b>Total budgeted cost</b>						<p>£5000</p>			



## Pupil Premium Spending Plan 2020/21




The pie chart reflects a broad reflection of the needs of our cohort using data from the spending plan and strategy. The academic and emotional needs far outweigh the economic needs in our setting. This has been informed by parent voice and the low numbers of FSM (23)



Intervention	Cost approx. (Academic year)	Why	When	Evidence
Key worker based in school to liaise with families and maintain engagement	Absorbed by PP mentor role	To ensure communication is outstanding and families are aware of the progress students are making and what steps are needed to improve. The link role between families and staff helps us to understand the need of the students and be more aware; for example an outside action could have an impact in school.	Ongoing	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a> 
Breakfast club	£100	No student in our school should go hungry in our care.	Term 1	<a href="https://foodfoundation.org.uk/wp-content/uploads/2019/04/Childrens-Future-Food-Inquiry-report.pdf">https://foodfoundation.org.uk/wp-content/uploads/2019/04/Childrens-Future-Food-Inquiry-report.pdf</a> Although identified numbers in our setting are lower than the average, there is still a clear need to provide this support those learners.

Raising aspirations intervention	NA	Every KS3 pupil premium student will have the opportunity to visit higher education institutions and receive impartial career advice.	Term 2/3	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a> <p>We don't expect to see any impact on attainment from this, what we want is for students to discover options, we want them to believe they can achieve.</p>
Hwk Club	£375	<p>Every student has the environment and equipment to learn successfully.</p> <p>We aim to give our learners the tools they need to achieve success in high school and beyond.</p>	Term 1 if COVID guidelines allow, may need to reduce to a smaller scale intervention.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a> 
Laptop loan scheme	£5000	Every student has the tools they need at home to be able to access online learning.	Term 1	<a href="https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning">https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning</a> <p>Limited pupil access to IT at home is a significant challenge, particularly for schools with the highest levels of deprivation:</p> <ul style="list-style-type: none"> <li>■ School leaders report that 23% of their school's pupils have limited access to IT at home. This is defined as one or more of the following issues: poor broadband access; little or no IT equipment in the home; having to share equipment with other family members. Teachers report this figure to be 27%.</li> <li>■ 93% of school leaders from the most deprived schools have some pupils with limited access to IT at home compared with 73% of school leaders from the least deprived schools.</li> </ul> <p>Although our numbers obviously vary compared to national data, on further investigation we found that there is still a need for around 25% of our PPG students to be able to access a laptop via school. Also, consideration needs to be given into how many learners live at a residence compared to how many devices they have. If there are 4 learners from three different schools in one household and there are only 2 devices, this causes further challenges for the family.</p>

Peer tuition	£10 per wk for staffing £300 total	Students have the best possible chance of closing attainment gaps	Term 2	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/</a>  <p><b>Peer tutoring</b> Moderate impact for very low cost, based on extensive evidence.</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +5</p>
Reduced maths class sizes	£1200	The reduced maths sets lead to a more focussed teaching experience for the students who need the most support.	Term 1, HT2	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>  <p><b>Reducing class size</b> Moderate impact for high cost, based on moderate evidence.</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +3</p>
Specialist numeracy equipment for year 5 students.	£500	Year 5 students will have access to mathematical equipment that is proven to help teach learners new concepts. This could be loaned to families for use at home if the scenario arises.	Term 1	<a href="https://www.atm.org.uk/journal/archive/mt228files/atm-mt228-33-38.pdf">https://www.atm.org.uk/journal/archive/mt228files/atm-mt228-33-38.pdf</a>

Small group tuition focussing on spelling +handwriting	£500	Boosting literacy skills in year 5+6	Term 1 HT2	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a> 
Bespoke program of support for PLAC students	£10,035	Each PLAC student will have a personalised support package appropriate to their need with input from all stakeholders. This could be in the form of extra tuition, counselling, financial support etc but is not limited to those things.	Ongoing throughout the year.	<a href="https://www.worcestershire.gov.uk/info/20757/the_virtual_school/2186/virtual_school_funding">https://www.worcestershire.gov.uk/info/20757/the_virtual_school/2186/virtual_school_funding</a>
Financial support for families	£3000	Funds available for families to access to support the educational experience of their children. This could be used to buy equipment for learning, uniform, trips or clubs. This is not limited to those specific things and will need to be agreed by all stakeholders.	Ongoing Throughout the year.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/891155/Monitoring_report_2013-2020_-_Web_version.pdf#page=17">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/891155/Monitoring_report_2013-2020_-_Web_version.pdf#page=17</a>
Catch up/greater depth tuition	£13,000	Every PPG student will have the option to access tuition outside of school time to either boost skills or develop knowledge at a greater depth.	Term1 HT2	<a href="https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap">https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>



				 <p><b>One to one tuition</b> Moderate impact for high cost, based on extensive evidence.</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      +5</p>
Social and emotional learning interventions	<p>£1000</p> <p>£625- staffing costs</p> <p>£375- Resources</p>	PPG students will have access to small group interventions focused on developing social skills, managing emotions and working together effectively.	Term 1 HT 2	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>  <p><b>Social and emotional learning</b> Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      +4</p>