

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Alvechurch Middle School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	50 students 11%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	February 2022
Statement authorised by	Mr David Snell
Pupil premium lead	Mr Sam Harrison
Governor / Trustee lead	Ms Gwen Onyon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,220
Recovery premium funding allocation this academic year	£6,072
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

Part A: Pupil premium strategy plan

Statement of intent

Our Statements of intent for Pupil Premium Students (2022/23)

1. To be safe, happy and resilient learners.
2. Tackle gaps in their learning to boost their attainment, leading towards being inline with local and national data.
3. To be included in all aspects of school life, including extra-curricular activities and school trips.
4. We want families to be engaged with their child's learning and support the school in improving their progress, attainment and welfare.
5. We want our PP students to be aware of pathways available to them in the future, we want them to understand that they can achieve anything that they work hard at.

The main strategies for success:

1. Our wellbeing team is a well trained and experienced staff team who are constantly reviewing and improving practice. We put interventions in place that tackle social and emotional barriers, these interventions are predominantly funded through Pupil Premium.
2. Quality teaching is assured through the monitoring cycle and regular training to improve practice. This training is funded through Pupil Premium. We also use Pupil Premium funding to provide academic interventions and extra tuition.
3. We offer discounts on trips for all PP students and we are flexible within this, ensuring that access is not restricted due to financial reasons. We offer a wide range of clubs which all students are encouraged to attend.
4. We employ a member of staff whose sole responsibility is to monitor and support the progress of PP students, this role allows for regular communication with families and collaborative working. This role is paid for via PP funding.
5. We aim to raise aspirations through attending visits to higher education providers and facilitating workshops that focus on learning new skills, introducing careers and increasing cultural capital.

The Key Principles underpinning Alvechurch Middle Schools Pupil Premium Strategy:

1. No student will be hungry within our care.
2. No student will be disadvantaged due to circumstantial financial barriers.
3. Students will have high expectations of themselves, and staff will hold the same expectations.
4. A balance will be made between making reasonable adjustments to school life to achieve success for individuals with making adjustments that are realistic and sustainable.
5. Students will be given the tools to give them the best chance of success.

Challenges

Challenge number	Detail of challenge
1	<p>Low academic level on entry and lack of SEN support and identification on transition</p> <p><i>Evidenced by the number of diagnostic assessments requested for year 5 PP students with no SEND identified.</i></p>
2	<p>Consistent attendance at school and parental engagement</p> <p><i>Lack of communication from parents evidenced via staff feedback, failure to return forms etc and attendance to meetings and parents' evenings. Overall attendance is good, but improvements need to be made with persistent absentees.</i></p>
3	<p>Gaps in attainment on entry and due to school closures (COVID-19)</p> <p><i>GL assessment data highlights both a regression in existing students' knowledge and a low level of numeracy and literacy on entry in year 5. Of particular concern is pupils who were in First Schools' during lockdowns.</i></p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p>
4	<p>Poor home learning environment and structure in household has an impact on engagement with school and causes issues through homework completion</p> <p><i>Most PP students do not do enough homework consistently- this is evidenced on e-praise which will show that the PP cohort are receiving D1s which is a mark for missed homework.</i></p>
5	<p>Low levels of attendance to any outside clubs and/or after school enrichment programs.</p> <p><i>The majority of PP students do not attend any outside clubs or after school activities, evidenced through pupil voice and internal registers.</i></p>
6	<p>Negative impact on SEMH for some of our learners, due to the impact of COVID 19 on social and emotional wellbeing.</p> <p><i>We have seen a rise in social and emotional difficulties occurring in young people since the return to full opening.</i></p>
7	<p>Financial barriers can mean students are not 'ready to learn'</p> <p><i>Rising costs can have a negative effect on living standards, mental health and access to trips etc.</i></p>

Intended outcomes

Intended outcome	Success criteria	Mid year review	End of Year Review
Improve percentage of pupils attaining combined reading, writing and maths to be in line with national. Gaps in learning to be addressed via in school intervention and after school tuition.	% of pupils at end of KS2 in line with national for FSM/Disadvantaged		
Attendance of all pupils identified as disadvantaged to be in line with whole school (including those on part time timetable)	Attendance to be improved for key students (focus group of making at least 10% gain in attendance for each key student. Overall PP students' attendance to be within 1% of whole school attendance.		
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.		
Raise aspirations of Disadvantaged pupils (particularly KS3) by giving access to experience of cultural capital.	100% of pupils having cultural and community experiences		
Increase the number of PP students accessing after school enrichment	100% of PP students with a full-time timetable will access after school enrichment for at least one ten-week program.		

Students and families will be supported in order to help students become 'Ready to Learn'	Evaluate and develop strategies to support the school community through a 'Cost of Living Crisis'		
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teaching staff to allow for more English and maths groups, allowing for smaller class sizes.	Reducing class size EEF (educationendowmentfoundation.org.uk)	1,4
Staff training on Century Tech to provide online tutoring support for all pupils	News, blogs & case studies - CENTURY	1,3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Teacher led, small group and 1:1 booster sessions.</i>	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,4	£2,500
<i>A personalised package of support for PLAC/LAC students, incorporating SEMH and academic interventions.</i>	This incorporates all aspects of academic and SEMH interventions, taking on board discussions and decisions made during PEP meetings and consultation with families.	N/A	£15,000
<i>Additional reading interventions and whole school focus on reading for fun.</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	1,4	£2,000
<i>Offer 1:1 tuition from outside tutors, funded via PPG/recovery premium.</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	1,4	£6,000
<i>Purchase of online tutoring package to support pupils in home and at school - Century Tech</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ CENTURY Reviews 2022: Features, Price, Alternatives (edtechimpact.com)	1, 4 1,3	£3,500

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated Cost
<i>Increase year 6 students' access to revision materials for SATS assessments through the purchase of revision guides and information shared with parents around how to use them effectively.</i>	Low-income families will struggle to have expendable income and are therefore less likely to purchase the revision guides.	1,4	£300
<i>A wide-reaching wellbeing program with focused interventions to support confidence and emotional health. Small group and 1:1 work. Nurture group Mentoring Thrive</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk) Thrive : Approach : Info : Credentials (thriveapproach.com)	3	£2500
<i>Attendance incentives for core group of pupils. Review and development of our response to persistent and chronic absence.</i>	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	2	£200

<i>The development and implementation of a wide reaching and multi format extra-curricular program that is free for PP students to access and helps with social recovery and gives insights into new experiences.</i>	An Unequal Playing Field report.pdf (publishing.service.gov.uk)	6	
<i>Breakfast club for those in need.</i> <i>Breakfast cookery school for Key students. This helps attendance, wellbeing and gives students the chance to learn new skills.</i>	Student voice reflected that a small proportion of students do not have breakfast	3,5. 2,5.	£200
<i>The retention of a mental health expert who support students, staff and families with mental and emotional wellbeing.</i>	Mental health interventions in schools 1 (nih.gov)	6	£10,000
<i>Retention of Pupil Premium role to support students and their families.</i>	Improvements made over the past few years with parental engagement, attendance and attitude to learning score.	2,5	£20,000

<i>Development of a focus group who will look at ways to support the school community through a 'Cost of Living Crisis'</i>	Parentkind Parent Voice Report demonstrates the negative... Parentkind	7	
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Total budgeted cost: £ 62,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Last year our PP students were exceptionally supported with their mental health and wellbeing which was reflected via student voice. All students were offered after school tuition and this program was successful, however it is always a challenge to reach the students who perhaps would benefit the most. Therefore, school day interventions were prioritised for these learners.

The attendance focus group lead to small gains in attendance for these students, not as much as we hoped for which is why this remains a constant challenge.

All KS3 PP students experienced cultural capital experience linked to higher education and/or careers. Some KS2 had impartial careers advice.

65% of PP students accessed extra-curricular enrichment at some point in the year, this will be a lot higher this year.

Attainment was above the national average for disadvantaged learners-

Reading 71% (62% National)

Writing 64% (55% National)

Maths 57% (56% National)

Further information (optional)

Other activity, not listed here-

Family Learning School- Community classes for parents and students, facilitated by LEA take place in our setting.

Access for all- School trip support, curriculum adaptations to provide a best chance of success and/or learning for life.

Ready to Learn- Uniform, equipment, breakfast- all can be provided to help students.

Building for high school- Apart from academic/social intervention we have a detailed transition program to help preparation and the starting of a new setting.