

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	442
Proportion (%) of pupil premium eligible pupils	10.4
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Mr David Snell
Pupil premium lead	Mr Sam Harrison
Governor / Trustee lead	Mrs Lysandre Notley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

Our Statements of intent for Pupil Premium Students (2023/24)

What we want for our Pupil Premium Students-

- 1. To be safe, happy and resilient learners.**
- 2. Students and staff will tackle gaps in their learning to boost their attainment, leading towards being inline/above 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 Senior 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 partly funded through Pupil Premium. We also use Pupil Premium funding to provide extra tuition.**
- 3. We offer discounts on trips for all FSM 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 and help build towards being 'High School Ready'. 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.**
- 6. All staff have a deep understanding of the challenges that face our students. Staff can adapt their own practice to meet the needs of an individual.**

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 and making adjustments that are realistic and sustainable.**
- 5. Students will be given access to academic and social interventions 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 <i>Evidenced by the number of diagnostic assessments requested for year 5 PP students with no SEND identified.</i></p>
2	<p>Inconsistent attendance at school and parental engagement <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) <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</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 <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. <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>Financial barriers can mean students are not 'ready to learn' <i>Rising costs can have a negative effect on living standards, mental health and access to trips etc.</i></p>
7	<p>Higher rates of negative behaviour from PP students in comparison to non-PP students. Fewer Positive points awarded to PP students than non-PP students.</p> <p><i>On average a PP student will have over twice as many negative incidents (demerits) than a non-PP student across the year.</i></p> <p><i>They also receive fewer positive points.</i></p> <p><i>This has improved, there are currently more PP students in the top 100 students than ever, but the gap is still there.</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 above national average for FSM/Disadvantaged		
Attendance of all pupils identified as disadvantaged to be in line with whole school	Attendance to be improved for key students (focus group of making at least 10% gain in attendance for the group. Overall PP students' attendance to be within 1% of whole school attendance.		
Raise aspirations of Disadvantaged pupils (particularly KS3) by giving access to experience of cultural capital outside of the normal curriculum.	100% of pupils having cultural and community experiences		
Continuation and development of before school 'Breakfast Club' and other interventions.	A group of key students will access this and we will see impact with improvements in either attendance, attitude or both.		
Support PP mentor in the development of their role through providing opportunities for professional development.	PP mentor to attend further training and development courses throughout the year.		
Expand the offer of workshops available for parents around certain topics.	Facilitation of and development of 'Grow Together' which is a program for supporting families.		
Develop a program of holiday provision supporting families.	A point of support for school holidays in some form, whether that is a holiday club, drop-in service, virtual sessions, or staff available for email/telephone support.		
Implementation of Family Support Worker, who will focus on PP families, but is available for all students.	Family support worker to assess the need of the school community and find ways to address these. Family support worker to work with the PP mentor to ensure PP pupils make progress.		

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

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
Training and development of support staff to improve skillset of staff and therefore the learning experience for pupils.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,3,7

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher led, small group and 1:1 booster sessions.</i>	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3
<i>A personalised package of support for PLAC 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
<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/	1,3
<i>Before School intervention working on a variety of</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,3

areas- Reading, Handwriting, spelling etc.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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
<i>A wide-reaching wellbeing program with focused interventions to support confidence and emotional health. Small group and 1:1 work.</i> <i>Nurture group</i> <i>Mentoring</i> <i>Thrive</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk) Thrive : Approach : Info : Credentials (thriveapproach.com)	3
<i>Attendance incentives for core group of pupils.</i> <i>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

<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 and teacher feedback reflected that a small proportion of students do not have breakfast	3,5. 2,5.
<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
<i>Redeployment of a specialist TA who will have a focus on the PP cohort. This will provide more support tackling, behaviour, SEMH challenges and overall support for students and families.</i>	Increasing capacity will increase frequency of interventions Increase support inside and outside of the classroom and increase support for families.	1,2,3,4,5,6,7
<i>Creation of Family Support Worker Role</i>	Increasing capacity will increase frequency of interventions Increase support inside and outside of the classroom and increase support for families.	1,2,3,4,5,6,7
<i>Support for disadvantaged learners in order to access Music Instrumental lessons</i>	Cortical Thickness Maturation and Duration of Music Training: Health-Promoting Activities Shape Brain Development - Journal of the American Academy of Child & Adolescent Psychiatry (jaacap.org)	7
<i>Expansion of the Forest School Program to include all learners.</i>	Full article: The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors (tandfonline.com)	2,7

Total budgeted cost: £ 80,000

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria	Mid Year Review	End of Year Review
<p>Improve percentage of pupils attaining combined reading, writing and maths to be in line with national.</p> <p>Gaps in learning to be addressed via in school intervention and after school tuition.</p>	<p>% of pupils at end of KS2 in line with national for FSM/Disadvantaged</p>	<p>2% gap on maths 3% gap on reading 8% gap on writing</p>	<p>55% Combined. (47% national)</p>
<p>Attendance of all pupils identified as disadvantaged to be in line with whole school</p>	<p>Attendance to be improved for key students (focus group of making at least 10% gain in attendance for the group.</p> <p>Overall PP students' attendance to be within 1% of whole school attendance.</p>	<p>Group is 3% up on last year, 6% up since term1 94.25% for PP 96.24% for whole school</p>	<p>Although there was an improvement, this was not as much as we expected or hoped for due to high absence in term 3. The focus group ended with 86.3% average.</p> <p>Whole cohort was 94.33 and whole school was 95.96</p>

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.	All students were offered the support, one third accepted so far.	Increase in year 6 attainment by 5%
Raise aspirations of Disadvantaged pupils (particularly KS3) by giving access to experience of cultural capital outside of the normal curriculum.	100% of pupils having cultural and community experiences	Pantomime, drama trip, careers fair, science museum. Further experiences planned	Achieved
Increase the number of PP students accessing after school enrichment	90% of PP students with a full-time timetable will access after school enrichment for at least one ten-week program.	70% as of term 2	82% final, highest it has been for over 4 years, although not 90%.
Students and families will be supported to help students become 'Ready to Learn'	Evaluate and develop strategies to support the school community through a 'Cost of Living Crisis'	Breakfast club improvements Uniform support Activity week support Parent workshops	Achieved, further development planned regarding financial support for trips.

<p>Help students improve their attitude to learning and therefore reduce the number of demerits (negative incidents) received for the cohort.</p>	<p>Reduce number of demerits by at least 25% from last year.</p>	<p>Looking at the forecast, there will be a similar number of demerits for PP this year if the current trends continue (around 300 for the year)</p>	<p>33% reduction</p>
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