

Westley Middle School

Pupil Premium Strategy Statement | 2021-2023

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Pupil Premium Strategy Statement | 2021-2023

Introduction | What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: [https://educationendowmentfoundation.org.uk/public/files/Publication s/Pupil Premium Guidance iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publication%20s/Pupil%20Premium%20Guidance%20iPDF.pdf)

Strategy

The key element to children’s success and therefore the number one priority for Pupil Premium spend is ensuring that all children experience fantastic teaching from a well-trained teacher. It is essential that all children, especially PP children, develop positive and strong relationships with their class teachers and TA’s who will act as positive role models at all times.

It is essential that no ceilings or barriers are put onto pupil premium children’s potential. Reading is a key element to all children being successful and being able to access the curriculum. High expectations include making sure that pupil premium children are in a language rich environment. All children are expected to speak in grammatically correct, full sentences aloud and in front of the class where appropriate.

It is crucial that it is not a one-sized fits all approach to improving outcomes for children. Teachers should know the individuals in their classes thoroughly and have a clear plan of how they will support them through high quality teaching.

Covid will have an impact on children’s learning at Westley. Our strategy takes this into account but does not use Covid as an

excuse. We understand that our strategy is long-term and sustainable and does not just paper over the cracks. Our strategy includes support through interventions out of the class. There needs to be a balance, and the benefits of any intervention should not come at the risk of children losing significant opportunities that come in foundation subjects.

Our strategy also offers all children the chance to take part in extra curricular activities. This helps give children a sense of belonging in our school community and gives all students a chance to excel. This is important but must not come at the expense of high quality teaching and learning.

A tiered approach

At Westley we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

- 1. Teaching** | Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Pupil Premium spending.
- 2. Targeted academic support** | Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.
- 3. Wider strategies** | The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

Westley | 3 Tiered Approach

1. Teaching

- A consistent approach to teaching literacy by teaching the specific skills of reading and writing.
- A big focus on reading.
- All staff must know who the PP children are in their class and what their learning needs are.
- All teachers work closely with SLT and middle leaders with regular learning walks carried out.
- A clear calculation policy following White Rose Hub plans in Maths.
- A Cooperative learning approach to develop excellent behaviours for learning
- Explicit vocabulary instruction across the curriculum
- Research based professional development opportunities for all teaching staff
- Tailored mentoring and coaching for all trainees, newly qualified and early career teachers
- NPQ courses available for all senior and middle leaders

2. Targeted Academic Support

- Thorough intervention programme using PIXL resources across KS2 And KS3
- Focussed Easy Read booster sessions
- Individualised curricular for specific children
- Bespoke year 6 intervention programme

3. Wider Strategies

- All PP children receive £50 to spend on their child for extra curricular activities including residential trips (proposed for Sept 2021)
- Emotional Literacy Support Assistant for all children needing emotional, mental health support
- Elsa trained TA and pastoral manager to support vulnerable children
- Artsmark Award

Contextual Information | Basics

Pupils in school	474
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£134,445
Academic year or years covered by statement	2021-23
Publish date	February 2021
Review date	February 2022
Pupil premium lead	Ben Jeffery
Governor lead	Mr Chris Pamplin

Contextual Information | Barriers

'Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.'

Marc Rowland, Unity Schools Partnership

- **Historic variability in the quality of teaching and subsequent under-achievement** | we are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning.

○ **Enthusiasm for, and achievement in, writing** | we are raising standards in writing by engaging children in a broad, balanced and relevant curriculum that provides children with regular, purposeful writing opportunities.

○ **Persistent absence/ lateness** | we are working with children and families so children are routinely in school and on time.

○ **Impact of family circumstances on children's ability to focus on learning** | our pastoral support team responds quickly and effectively when needs arise.

Contextual Information | Key Stage 2 Outcomes

2018/2019

	Pupil Premium %	Non-Pupil Premium %	All School %	LA Pupil Premium %	NATIONAL Pupil Premium %
READING	65%	72%	72%	58%	62%
WRITING	83%	79%	80%	64%	68%
MATHS	83%	85%	84%	63%	67%
RWM	65%	67%	68%	47%	51%

2017/2018

	Pupil Premium %	Non-Pupil Premium %	All School %	LA Pupil Premium %	NATIONAL Pupil Premium %
READING	54%	83%	76%	59%	64%
WRITING	60%	90%	84%	61%	67%
MATHS	69%	79%	77%	58%	64%
RWM	51%	74%	68%	45%	51%

Pupil Premium Strategy

Quality of Education | Teaching priorities for current academic year

Area	Target	Target date
Maths	60% of pupil premium to achieve expected standard in maths	July 2022
Reading	50% of pupil premium to achieve expected standard in reading	July 2022
Writing	50% of pupil premium to achieve expected standard in writing	July 2022
KS2 Combined – Expected Standard (EXS)	50% of pupil premium to achieve expected standard in RWM	July 2022

Quality of Education | Targeted academic support for current academic year

Priority	Desired outcome
1) Improve reading for all through use of Easy Read, Accelerated reader and by introducing the new CLUSP curriculum in KS2	<ul style="list-style-type: none">Well structured reading lessons that engage all. Students are motivated to read

<p>2) To use PIXL to provide personalised and high quality interventions.</p>	<ul style="list-style-type: none"> ○ Lessons are well-constructed and well-taught, which leads to good results; ○ Daily interventions/ support provided; ○ Children know more, remember more and are able to do more. ○ All staff are trained to confidently deliver PIXL therapies
<p>Projected spending</p>	<p>£xxxx (mainly based on staffing costs for intervention)</p>

Personal Development, Behaviour & Attitudes | Wider strategies for current academic year

Priority	Desired outcome
1) Working effectively with parents/carers to support children's learning.	<ul style="list-style-type: none"> Positive reading habits are developed and maintained both at school and at home; Parents/ Carers have high academic aspirations and expectations for their children.
2) Support children who may have struggled with difficult life events to help them re-engage with life and learning	<ul style="list-style-type: none"> Children are happy, confident and who are open and ready to learn; Building and maintaining relationship remain high on the school agenda.
3) All staff to develop excellent relationships with PP children and to understand the importance of empathy	<ul style="list-style-type: none"> Children are happy, confident and who are open and ready to learn Staff know individual children's needs both academically and emotionally.
Projected spending	£ xxxx

Monitoring and Implementation | Challenges and mitigation actions

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given to staff to allow for professional development.</p> <p>Ensuring enough time to meet PP families</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Replace staff meeting time with additional PP</p>

		parents' evenings.
Targeted support	Ensuring all staff are able to confidently deliver PIXL therapies and other interventions.	Use of INSET days and additional cover being provided by senior leaders Sharing of good practice through team teaching and observations Carefully thought out timetable to allow TAs to deliver interventions in the afternoons.
Wider strategies	Ensuring good parental engagement	Constantly reviewing how we engage parents and invite them in. Additional PP parents evenings