



Oldfields Middle School Pupil Premium Strategy Statement

1. Summary information

School	Oldfields Middle School				
Academic Year	2020/21	Total PP budget	£65,180	Date of most recent PP review	Sept 2020
Total number of pupils	522	Number of pupils eligible for PP	30 – KS2 26 - KS3	Date for next PP Strategy Review	Sept 2021

2. Current attainment/progress

SATS 2020 – NO DATA (CANCELLED DUE TO COVID-19)

Data 2019:

FFT Aspire (*Early results Service)

	READING		WRITING		MATHS	
	Scaled Score	Value Added	Scaled Score	Value Added	Scaled Score	Value Added
FSM6 (16)	101.1	-2.7	103.4	+1.2	102.7	-0.8
NOT FSM6 (111)	104.9	-0.6	104.4	+0.9	106.0	+0.1

NO DATA 2020 – SATS CANCELLED

SATS 2019

School Performance summary (ASP) FFTD Aspire In-house Data	Pupils eligible for PPG at Oldfields Middle School		NATIONAL BENCH MARKING		Pupils <u>NOT</u> eligible for PPG at Oldfields Middle School	
	*2019:16 pupils	2018: 18 pupils	2019	2018	2019	2018
	% achieving expected or above in reading, writing and maths	47%	33%	65%	64 %	67%
% making at least expected level in reading	60%	78%	73%	75 %	71%	76%
% making at least expected level in writing	87%	72%	78%	78 %	89%	76%
% making at least expected level in Maths	69%	39%	79%	76 %	82%	72%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Literacy skills are generally lower for pupils eligible for PP than for other pupils.
B	Numeracy Skills (especially basic arithmetic) On entry, our Year 5 Pupil Premium pupils are significantly lower in Maths than identified by KS1 scores.
C	Middle ability pupils who are eligible for PP are making less progress than other middle ability pupils across Key Stage 2.
D	Behaviour and social issues for small groups of PP pupils can have a detrimental effect on their academic progress and that of their peers.
E	A number of PP students also have additional SEN needs which may contribute to under performance.

External barriers:	
F	Home learning Opportunities during lockdown may have been more limited (possibly due to ICT issues)
G	School attendance rates for pupils eligible for PPG are lower than others.
H	Low self-esteem, limited career plans and lack of aspiration impact on post 16 pathways of PP students.
I	Availability of resources impact on out of school enrichment activities and limits personal experiences.
J	Enrichment and social experience of PP students is limited in some cases.

4. Outcomes (desired outcomes and how they will be measured)		Success criteria:
A.	Improved English attainment at Key Stage 2 for pupils eligible for PP so they are at least in line with other pupils' nationally.	Use of GL assessment to base line Year 5 Pupils on entry. GL assessments for all Year Ends. Implement successful English Intervention strategies, Accelerated Reader and Academic Buddies system. English tracking identifies improved progress. Use of RADY project to accelerate progress. DUE TO COVID GL Completed OCT 20 for all pupils to identify progress through lockdown periods. Implement resources to aid catch up.
B.	Improved rates of progress in Maths across all year groups for pupils eligible for PP to diminish the difference to other pupils (both in school and nationally)	Pupils eligible for PP make accelerated progress in Maths. This will be measured using GL testing, TA interventions and teacher assessment. Implement various Maths Interventions. Maths tracking monitors improved progress. Use of RADY project to accelerate progress. Implement additional resources for identified gaps in learning due to lockdown.

C.	All Groups of PP students (especially middle ability) make at least expected progress.	Ensure that tracking identifies individual students who are “coasting”. Implement additional interventions to move these pupils on. Structured conversation will identify and support groups of middle ability PP students. Departments to use Bids to resource and encourage all PP students. Use of trips to engage and enrich classroom based ideas. (ON HOLD - COVID) Use of RADY project to accelerate progress.
D.	Ensure that pupils eligible for PP have at least the same Behaviour log / Attitude to Learning scores as ‘other’ pupils.	Termly data captures show that there is no difference in average Attitude to Learning scores. Continue to monitor and act on Behaviour each half term. Ensure case studies are completed for identified students. More rigorous systems of behaviour used by departments. HOD to monitor and manage behaviour more closely. Use of Lesson grading to identify patterns for PPG students.
E.	Identify and support the additional needs of the SEN& PP students.	Use of the SEN register to identify and support students. Use of differentiated resources to enable pupils to “catch up”. Implement resources for needs identified. Use of dyslexia friendly status within school. Additional resources implemented to identify and help with gaps in learning due to COVID-19.
F.	Identify any issues with home learning and ICT provision in homes.	Parent voice surveys to identify any issues relevant issues with ICT – PPG pupils. Adapt the welcome letter to address any ICT shortage. Engage with the Gov. Laptop systems for home learning. Vodafone – Look into sim card usage for internet access. Work with pupils on ICT on TEAMS.
G.	Increased attendance rates for pupils eligible for PP to make them at least in line with other pupils in school.	Work with VJM/EWO to monitor and support PP attendance issues.
H.	To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities / Careers Events	Monitor participation to ensure pupils eligible for PP are participating in organised events. Ensure FOC events are readily available.
I.	Identify need of individuals and implement resources to enrich pupils experiences in and out of school.	Engage parents with £100 spending budgets. Identify barriers for all pupils.

J.	Understand the context in which the pupil premium individuals live and facilitate the communication with home to identify the needs of individuals.	Engage families and identify as a contact person. Understand the needs of given individuals and implement experiences that will enhance and enrich their current situations.
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ACTION PLANNING - PUPIL PREMIUM GRANT

Key Priorities:

- ❖ We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- ❖ We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- ❖ In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- ❖ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- ❖ We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ❖ We will do everything possible to support any of our pupils who would benefit from additional help.

Previous Academic Year – Review of Spending	2019/2020	Budget - £63,275		
Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Improved attainment and progress of disadvantaged pupils	Staffing costs were allocated to part fund teachers, teaching assistants to enhance the groups for English & Maths to ensure a better ratio of teacher / PP pupil time.	<p>Good use of the spread of the allocation – ensured that lots of students (inc some NON PP) benefit from the better class numbers and teacher time.</p> <p>Mixed – some pupils benefitted more than others from additional adult support.</p>	<p>Ensure that the money for the following year is allocated as part funding to a number of Staff, to ensure that More PP students are receiving better teacher / pupil ratios in English and Maths.</p>	£45,000
			<p>Additional intervention was offered to many students for English/Maths prep for sats</p>	(£5,000)
		<p>Proposal for:</p> <p>2020-2021</p>	<p>Continue with the funding of the staffing costs/Reduced due to reduced income form PPG allocation?</p> <p>Look at LAC PP monies to fund part of TA hours</p>	<p>£45,000.00</p> <p>(£5,000)</p>
Targeted support				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost

Maintain valuable extra-curricular experiences for disadvantaged pupils	Educational visits and residential trips tailored to the needs of the pupils	Positive impact for pupils-enhancing their life skills and experiences and helping them to gain confidence.	<p>We will continue with this approach and look to enhance the range of provision to include additional opportunities (see plan above)</p> <p>Ensure that residential trips are free of charge to All PP students – ensure that more education trips are taken from PP budget. Departments have bid for many additional resources throughout the school.</p> <p>Many reward trips were paid for by PPG – these need to be limited for next year.</p>	<p>£8,000 (£4,000)</p>
		<p>Proposal for:</p> <p>2020-2021</p>	<p>All residential trips to be FOC for PP students. Standon Bowers, Laches Wood.</p> <p>Work with PM's to develop the rewards for the pupils in each year group (trips etc) part funded through department bids. Many trips need to now have an element of contribution or use of the parental £100 allocation.</p>	<p>£3,000 £2,000 (ON HOLD COVID)</p> <p>£2,000</p>
Improve parental communication and choice	Retain the £100 parental allocation payments.	Positive impact for pupils – Parents positive about the choices they can make with the payments. More widely used this year.	<p>£100 allocation were more carefully detailed and parents instructed to use these amounts for “extras” that arose throughout the year.</p> <p>Music is now Fully FOC – Parents continue to use money towards resources and needs.</p>	<p>£6,500 (£4,250)</p>
		<p>Proposal for:</p> <p>2020-2021</p>	<p>Students will retain the £100 parent allocation (56 pupils)</p> <p>Bid made from PSFA – Parental Prizes/Gifts</p>	<p>£5,600 (+£500)</p>

Department Bidding Fund	Retain the process of department bidding	Worked well for D&T, Science, Geography, History Art.	Ensure that all Staff are encouraged to use this money for PP students. Maths Money will be held separately. (£5,000)	£8,000
		Proposal for: 2020-2021	Department Bids funding will be reduced and we aim to give class room teachers more input to individual PPG students and classroom needs. D&T Food £500 allocation Oldfields Camp £1,350 Alton COVID CATCH UP Additional monies available for gaps MATHS Additional monies available for gaps ENGLISH	£3,500 £1,080 (£1,000) £2,000 £2,000
Music Lessons (Peripatetic)	All PP Students receive free music lessons	Some pupils benefited from this – others remain unhappy with this choice.	This money will now form part of the choices made from the £100 parental allocations.	In £100 allocations
		Proposal for: 2020-2021	Music Lesson to be continued as full payment via the £100 allocation choices. (short fall of £89.00 per student)	See above
COVID CATCH UP: COUNSELLING		Proposal for 2020-2021	Additional money will be available for YESS counselling – increased need throughout lock down and re-introduction to school.	£2,000
ICT		2020-2021	Additional money available to identify ICT need in PPG Home learning.	£2,000
Brought forward	SCHOOL LOCKDOWN MARCH - JULY		£8,904.31 Oldfields camp – paid £1,000)	£7,904.31

7. Additional detail

COVID-19 :

Due to the closure of school in March 2020 there was an underspend of £ that was carried forward to 2020-2021

Year 6 SATS were not sat in May 2020 – as they were cancelled

