

Parkside Middle School Pupil Premium Strategy 2020 - 2021

1. Summary information					
School	Parkside Middle School				
Academic Year	2020-2021	Total PP budget	£149,275	Date of most recent PP Review	02/10/2020
Total number of pupils	594	Number of pupils eligible for PP Ever 6 / Service families / LAC / EAL	155 FSM 91	Date for next internal review of this strategy	Gov F&S Committee: 08/02/21, 26/04/21 Governor / SLT review: 23/11/20, 15/03/21, 28/06/21

2. Current progress on exit		
	Pupils Eligible for Pupil Premium	
Expected Progress in English	100%	
Above Expected Progress in English	96%	
Expected Progress in Mathematics	100%	
Above Expected Progress in Mathematics	95%	
Current attainment on exit		
	Pupils eligible for Pupil Premium	National attainment (Year 8) for pupils not eligible for Pupil Premium <i>(2019 GL Assessment used to provide national figure as no national average available from DfE for Year 8)</i>
% of pupils attaining expected standards or above on exit	English 91%	77%
	Maths 87%	77%

3. Barriers to future attainment (for pupils eligible for Pupil Premium)		
In-school barriers		
A.	Low prior attainment on entry	
B.	Increased number of DL pupils also on the SEN register (34% current Y5)	
C.	Gaps in pupils social and emotional development	
D.	Understanding the importance of good attendance	
External barriers		
E.	Low parental engagement and aspiration	
4. Desired outcomes		Success criteria
A.	All eligible DL pupils are at age appropriate social and emotional development	Thrive screenings shows pupils achieving age appropriate social and emotional development.
B.	Improve attendance for DL pupils	Attendance of 94.5% target achieved.
C.	Accelerate the progress of DL pupils to diminish any differences	The progress of disadvantaged pupils from different starting points matches or exceeds that of other pupils with the same starting point.
D.	Raise aspiration	Enrichment opportunities to broaden the aspirations of all DL pupils.

5. Planned expenditure					
Academic year		2020-2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
5.1 Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. All eligible DL pupils are at age appropriate social and emotional development	Continued CPD for all staff on the THRIVE approach. Licenced practitioners to attend external training. THRIVE Online Subscription. THRIVE full time provision for family support and partnership. THRIVE support sessions for vulnerable / disadvantaged pupils THRIVE resources. 2 full days leadership training in THRIVE.	See barrier B, C and E. Improved attendance at school and in lessons. Reduction in number of exclusions. Raised self-esteem and age appropriate social and emotional development. Promote health and well-being. Whole school approach to THRIVE.	Appraisals. Pastoral Records. THRIVE online screening. Case studies. Tracking data. Learning conversations. Pupil Life Ready Passports and Records of Achievements.	Deputy Head	Termly at pupil progress and pastoral meetings. SLT and PP governor termly.
B. Improve attendance for DL pupils	Liaison work with pupils, parents and outside agencies by Pastoral Manager Attendance Assistant/ SENCO/SENCO assistant. Learning conversations and pastoral support.	See barrier D and E. Improved attendance at school and in lessons. Reduction in number of exclusions.	Appraisals. Pastoral Records / Learning conversation logs. THRIVE online screening. Attendance data.	Pastoral Manager Assistant Headteacher	Weekly review by SLT and attendance manager. SLT and PP governor termly.
C. Accelerate the progress of DL pupils to diminish any differences	Assistant Head responsible for Disadvantaged Learners. Pupil support and family/agency support. Intervention groups to offer targeted support in Literacy and Numeracy. Read Write Inc / wave 1 intervention.	See barrier A, B and D. Increased time for in-class intervention by teachers. Accelerated progress of target groups and individuals. Improved teaching strategies / initiatives.	Tracking data. Lesson observations. Work trawls. Appraisals. Tracking system.	Headteacher Deputy Head	Termly at pupil progress and pastoral meetings. SLT and PP governor termly.
Total budgeted cost					£73,186

5.2 Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. All eligible DL pupils are at age appropriate social and emotional development	<p>Break and Lunch social skills support.</p> <p>THRIVE support sessions for vulnerable / disadvantaged pupils.</p> <p>E-Safety support/ Intervention for pupils and parents.</p> <p>Welfare sessions and check-ins.</p>	<p>See barrier B, C and E. Improved attendance.</p> <p>Remove barriers to learning and accelerate the learning opportunities.</p> <p>Improved outcomes across the curriculum.</p>	<p>Attendance data.</p> <p>Tracking data.</p> <p>Accelerated Reader data dashboard.</p> <p>Intervention screenings.</p>	Lead Thrive Practitioner	<p>Termly at pupil progress and pastoral meetings.</p> <p>SLT and PP governor termly.</p>
C. Accelerate the progress of DL pupils to diminish any differences	<p>Provision of Wave 2 interventions and allocation of 1-1 LSA support within classes.</p> <p>Tutoring wave 2. National Tutoring Programme</p> <p>Phonics/Read Write Inc intervention.</p> <p>Intervention groups to offer targeted support in Literacy and Numeracy.</p> <p>Homework help.</p>	<p>See barrier A, B and D</p> <p>Accelerated progress of targeted groups.</p> <p>Address the national programme for catch up for DL and vulnerable pupils.</p> <p>Increase amount of DL pupils in receipt of LSA support and wave 1 intervention.</p> <p>Personalised tutoring to target specific weaknesses in learning.</p>	<p>Provision maps.</p> <p>Tracking data.</p> <p>Appraisals.</p> <p>Attendance data.</p> <p>Progress data and pupil progress spreadsheet.</p> <p>Monitored and evaluated by designated staff</p>	Deputy Head	<p>Termly at pupil progress and pastoral meetings.</p> <p>SLT and PP governor termly.</p>
Total budgeted cost					£59,634

5.3 Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improve attendance for DL pupils	Transport provision. Incentives and rewards.	Increase attendance by removing any barriers preventing pupils from attending school	Office records Attendance data	Pastoral Manager	Finance meetings with HT
C. Accelerate the progress of DL pupils to diminish any differences	Read, Write, Inc. resources. Laptops and electronic equipment. Rosetta Stone Licences and equipment. Lexia Licences and equipment. Accelerated Reader Licences. MyMaths subscription. Stationary packs	Development of basic skills in reading to raise attainment. Remove barriers and support outcomes. Personalised provision. National programme for provision.	Progression data from phonic screening. Staff training. Data tracking for pupil progress.	Assistant Head	Termly at pupil progress and pastoral meetings.
D. Raise aspiration	Subsidy for educational visits, residential trips, inspiration days and music tuition. Support for parents to purchase school uniform and equipment for lessons. Extra-curricular opportunities. Outside agencies, initiatives and projects.	See barrier B, D and E Improved learning, knowledge and motivation leading to raised attainment. Development of personal and social skills. Broaden experiences to raise aspiration.	Attendance data. Tracking data. Pastoral records. Feedback from agencies.	Assistant Head	Termly at pupil progress and pastoral meetings. SLT and PP governor termly.
Total budgeted cost					£19,300

6. Review of expenditure

Previous Academic Year 2019/2020 £156,570

6.1 Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p>All eligible DL pupils are at age appropriate social and emotional development</p> <p>Accelerate the progress of DL pupils to diminish any differences</p> <p>Continue to ensure attendance remains above the national average</p>	<p>Intervention programme / THRIVE provision and screening / Additional staff to support learning and boost wave 1 intervention to focus pupils / targeted resources / use of Lexia.</p>	<p>Successful impact improving the progress and outcomes for our disadvantaged pupils. In some cases, the progress was accelerated to diminish the difference.</p> <p>Thrive screenings and Thrive interventions boost the social and emotional age of focus pupils.</p> <p>Attendance = 93.8%</p>	<p>A very successful approach, to be continued. Extend the use of DL lead teachers and maintain the THRIVE provision. Maintain the staffing for Literacy and Numeracy to continue to diminish any differences. Monitor the use of Accelerated Reader, Lexia and MyMaths during pupil progress meetings.</p> <p>Subjects Leads evaluate impact of targeted interventions and wave 1.</p>	£110,448

6.2 Targeted support

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
<p>All eligible DL pupils are at age appropriate social and emotional development</p>	<p>Social skills groups to support in lesson, breakfast, break and lunch times.</p>	<p>To raise the social and emotional development age of DL pupils in order for them to work at age appropriate tasks.</p> <p>To have all DL pupils entering all lessons and barriers removed due to social and emotion issues and to regulate anxieties in SEND pupils.</p>	<p>Continue to support the pupils during non-timetabled and structured times, in order to maintain a balanced emotional state. Use structured play to develop social ability and raise social skills.</p>	£39,549

Accelerate the progress of DL pupils to diminish any differences	Use of additional teacher and LSA provision to offer greater wave 1 intervention / Before school reading support and provision / Lunch and Break time social skills. Homework support. Use of Lexia, Accelerated Reader and MyMaths.	Successful impact improving the progress and outcomes for our disadvantaged pupils. In some cases, the progress was accelerated to diminish the difference.	Continue to place LSA support with target groups. Continue to provide extra reading provision to build confidence and raise attainment. Maintain social skills support to build social and emotional development. Continue to monitor personalised provision impact.	
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6.3 Other approaches

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Accelerate the progress of DL pupils to diminish any differences Raise aspiration	Support and subsidies enrichment activities / support parents / targeted parental engagement/ transition projects. Parent drop-in sessions.	Successful impact on improving the progress and outcomes for our disadvantaged pupils. Build greater links with parents to support and encourage a strong working relationship.	Inspiration days and parental involvement proved to be very successful. Maintain the transition projects and liaisons to ensure all disadvantaged pupils are engaged on entry. Parent drop-in sessions proved to be positive engagement with some parents.	£8,351

7. Additional detail

Parkside Middle School's Pupil Premium Strategy continues to be highly effective, ensuring that it impacts strongly on improving outcomes for disadvantaged pupils including Most Able, LAC, EAL and Service children. Those pupils who are supported by the Pupil Premium make outstanding progress across their four years at this middle school. Differences have diminished significantly in all areas between disadvantaged pupils and all pupils nationally as shown by robust and externally set/moderated GL Assessments, as well as across other curriculum areas and acknowledged in our OFSTED report July 2018. Attainment, therefore, is above the national average of GL Assessments.