



**Inspiring Futures
Through Learning**

Olney Middle School

Pupil Premium Strategy Statement 2021 to 2024

At Olney Middle School, it is our vision that our children are curious, inspired and aspirational, develop a passion for learning and achieve without fear. As staff and governors, it is our role to support, guide and work with the community to ensure all the children in our care have the opportunity to fulfil our vision through our core values.

1.0 Our School Ethos for Pupil Premium

Olney Middle School believes in high aspirations and ambition for all pupils. We believe that high quality teaching reaches, inspires and improves every child's life. High quality teaching means that all children, including the disadvantage can reach their potential, attain higher and make good progress. Therefore, the focus at Olney Middle School is on ensuring children experience quality teaching and experiences throughout their time at the school. We address barriers to learning at school, cohort, group and individual level – constantly reviewing our actions and outcomes with children.

2.0 School Contextual Overview

School Name	N Primary School		
Academic Year	2021 to 2022	2022 to 2023	2023 to 2024
Number of Pupils in school	374		
Number and Proportion of disadvantaged pupils	41 11%		
Total Pupil premium allocation (£)	£55, 145		
Academic year or years covered by statement	September 2021 to July 2024		
Publish date	September 2021	September 2022	September 2023
Review date	July 2022	July 2023	July 2024
Statement authorised by	Glenn Young		
Pupil Premium lead	Louise Garfirth		
Governor Pupil Premium lead	Katrina Rodden		

3.0 Strategic Vision: Long Term Desired Priority and Outcomes

Three-year Priorities: Data shows gap between DA and A reduced by 10% in combined KS2 results	End of three Year outcomes:	Link(s) to SDP:
Planned Impact/ Targets Towards Long Term Outcomes 2021-2022 Year 3 - Year 4 – Data shows positive gap between DA an A is maintained Year 5 – Data gap between DA and A is closed by 10% Year 6 – Data gap between DA and A is closed by 10%		
Planned Impact/ Targets Towards Long Term Outcomes 2022-2023 Year 3 - Year 4 – Data shows positive gap between DA an A is maintained Year 5 – Data gap between DA and A is closed by further 5% Year 6 – Data gap between DA and A is closed by 5%		
Planned Impact/ Targets Towards Long Term Outcomes 2023-2024 Data improvements in previous years is sustained.		

4.0 Pupil Outcomes

Disadvantaged Progress Scores				
		2019 (last year of reported data)	2022	2023
End of KS2	Reading	-24%		
	Writing	-3%		
	Maths	-14%		

Disadvantaged Pupil Performance Overview											
			2019 (last year of reported data)			2022			2023		
End of KS2			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
	Combined	Expected	36%	73%	37%						
		Greater Depth									
	Reading	Expected	64%	87%	23%						
		Greater Depth									
	Writing	Expected	36%	76%	40%						
		Greater Depth									
	Maths	Expected	64%	85%	21%						
		Greater Depth									

2021 to 2022:

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2021 to 2022

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

- Quality of teaching

Approach B: Academic support (targeted academic support – whole school, group and personalised)

- Use of digital technology
- Interventions

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

- Mental health and pastoral support

6.0 Strategy Approaches for disadvantaged pupils 2021 to 2022

6.1 Research – led evidence and rationale for approaches

- Teaching and Learning Toolkit: The EEF Guide to the Pupil Premium
- Research Papers in Education. Gorard, Siddiqui and Huat (unstable data)
- Metacognition and Self-regulated Learning. EEF
- Principles of Instruction. Rosenshine B
- Walk Thrus. John Catt
- Making Kids Cleverer. Didau D

6.2 Approaches to Achieve Outcomes

Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
QFT Areas of focus:	Punctuality, transition between break and lessons, reading at home, parental engagement, applying phonics strategies, parental input.	Staff CPD	Staff training ongoing	Staff changes
Modelling		Observation and feedback	Quality of teaching feedback implemented ongoing	Training and implementation of observation software
Quality of explanation		Coaching	DA parents Coffee Morning half termly from Sept 21	
Engagement		Staff observing good practice	Use of Progress Teacher from Sept 21	
Feedback		Improved interaction and communication		
Working memory		Improved oral fluency strategy		
Projected spending	£21, 493			

Approach B – Academic support (targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Use of digital technology	Access to technology in the home	Audit of technology Sept 21 Available in class Sept 21	All DA pupils have access to additional teacher input via technology in the classroom and at home Sept. 21	Teacher skill – addressed in ongoing CPD
Small group work (intervention)	Attendance/punctuality	Intervention timetable Interventions regularly monitored for improvement Targeted interventions for impact	Intervention notes and monitoring – ongoing/weekly Pupil voice - ongoing	Teacher knowledge of intervention required – supported by PP Lead T & L Lead
Phonics (Yr3)	Phonics knowledge retention from Yr1 and 2 – levels of reinforcement from home	Daily phonics groups Set for daily phonics groups	Intervention notes and monitoring – ongoing/weekly Increased reading fluency – monitored half termly by teacher	Teacher subject knowledge – lead by experienced Phonics and KS1 practitioners
Projected spending	£15, 789			

Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Mental Health Support	Information from parents/other relevant sources	Improved parental communication Mental health related group and individual work	Intervention notes and monitoring – ongoing/weekly Interventions/grp work from Sept 21. Monitored ongoing	
Attendance	Parental engagement	Learning Mentor monitor and engage with children and parents Learning mentor engagement with children and families	Attendance data for DA in line with Nat Exp	Special cases Covid related issues
Parental engagement	Engagement with school ethos and aims	Intervention notes and monitoring – ongoing/weekly Named members of staff to communicate with parents	Parent voice	Convenience of time/place of meetings for working parents or those with young children
Managing peer relationships	Social skills	Buddy system introduced for DA pupils Clubs/experiences/resources	Pupil Voice from Nov 21	‘Training’ for all children involved

Projected spending	£17, 863
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2021 to 2022 Total Projected spend:	£55, 145
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7.0 Review of 2021 to 2022 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2022 to 2024?