Pupil premium strategy statement 2020-21
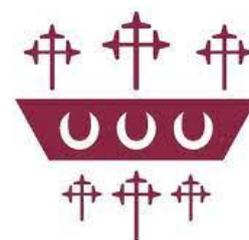
School overview

Metric	Data
School name	Olney Middle School
Pupils in school	374
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£52 455
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	September 2021
Statement authorised by	Glenn Young
Pupil premium lead	Louise Garfirth
Governor lead	Sue Davis

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not reported
Writing	Not reported
Maths	Not reported

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading: 60% SPaG: 60% Writing: 50% Maths:60%
Achieving high standard at KS2	Reading: 25% SPaG: 25% Writing:25% Maths: 25%

Measure	Activity
Priority 1	Attendance of all Pupil Premium registered pupils improves from academic year 2019-20

Priority 2	Continue to diminish the difference in Mathematical attainment across the school, particularly in reasoning, through accelerated progress in Maths. Diminish the difference in writing attainment across the school by implementing the Write Stuff planning and using planning to target PP children's specific barriers.
Barriers to learning these priorities address	Attendance – allows all pupils access to learning. Children arrive ready to learn. Strategies in place for increasing SPaG knowledge and Maths fluency are early morning activities. Pupils will have full access to these. Attendance regularly monitored by Learning Mentor. Incentives in place for persistent absentees. Wrap around care, including breakfast club provided by the school. Maths – embed Mastery approach across school. Use White Rose maths hub as planning and teaching tool. Each year group to have an allocated Maths lead to ensure quality first teaching, assessment and planning of Maths. Writing – embed TWS approach across school. Use TWS and Writing Lead expertise as planning and teaching tool. Each year group to have an allocated Writing lead to ensure quality first teaching, assessment and planning of writing. Planning shows specific, targeted teaching for the individual needs of the Pupil Premium pupils. Interventions specifically include
Projected spending	15 500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 2021
Phonics	n/a	n/a
Other	Improve attendance of disadvantaged pupils to in line with non-disadvantaged.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1 Attendance of all Pupil Premium registered pupils improves from academic year 2018-19	Ensure all attendance is tracked weekly. Ensure all families 'at risk' to poor attendance are contacted weekly. Ensure incentives and rewards are in place where necessary. Stimulating and exciting curriculum encourages improved attendance.
Priority 2 Diminish the difference in Mathematical and writing attainment across the school, particularly in reasoning, through accelerated progress in Maths and writing	Work with the school maths lead, Trust maths lead and PP lead to embed Teaching for Mastery across all year groups. Teachers receive training from PP lead to plan to support PP pupil's individual needs through daily lesson planning. Regular reviews of PP progress and targets with PP lead and assessment lead. Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions and QFT impacts PP children specifically.
Projected spending	13 500

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure PP children are aware of support available in school. Access to Learning Mentor as required.
Priority 2	Implement whole school planning format with specific teaching strategies to ensure rapid progress of PP children
Barriers to learning these priorities address	Teachers using effective AfL strategies to evaluate daily lessons for specific progress of PP pupils and plan for next step intervention
Projected spending	12 500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school Pupil Premium-lead to support teachers, individual and small groups	PP Lead available one half day per week to meet pupils, teachers and small groups
Wider strategies	Engaging the families facing most challenges	Working closely with Olney Infant Academy, Learning Mentor and all other relevant adults to ensure whole child support and support around the family
Projected spending	9 500	

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	50% achieving expected at KS2 Pupil Premium 17% achieving high standard at KS2 Pupil Premium 79% achieving expected at KS2 non-disadvantaged 35% achieving high standard at KS2 non-disadvantaged
Progress in Writing	33% achieving expected at KS2 Pupil Premium

	0% achieving high standard at KS2 Pupil Premium
	80% achieving expected at KS2 non-disadvantaged
	17% achieving high standard at KS2 non-disadvantaged
Progress in Maths	50% achieving expected at KS2 Pupil Premium
	0% achieving high standard at KS2 Pupil Premium
	79% achieving expected at KS2 non-disadvantaged
	26% achieving high standard at KS2 non-disadvantaged
Improve attendance of disadvantaged pupils to in line with non-disadvantaged.	Pupil Premium attendance: 89% Non- disadvantaged: 94%