



**Inspiring Futures
through Learning**

Olney Middle School

Pupil Premium Strategy Statement 2023 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	377	380
Number and Proportion of disadvantaged pupils	41 11%	44 12%	57
Total Pupil premium allocation (£)	£55, 145	£60, 490	£81,480
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	Glenn Young	Glenn Young
Pupil Premium lead	Louise Garfirth	Louise Garfirth	Laura Circuit
Governor Pupil Premium lead			Katrina Rodden

3.0 Strategic Vision: Long Term Desired Priority and Outcomes

Three-year Priorities:	End of three Year outcomes:	Link(s) to SDP:
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<p>Data shows gap between DA and A reduced by 10% in combined KS2 results</p>	<ul style="list-style-type: none"> • To provide the highest quality teaching and learning to enable PP pupils to succeed, and narrow the attainment gap. • To ensure all pupils achieve their potential. For PP pupils to make accelerated progress across the curriculum. • To increase the opportunity for learning outside of the classroom. 	
<p>Planned Impact/ Targets Towards Long Term Outcomes 2021-2022 Year 3 - Data shows positive gap between DA an A 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%</p>		
<p>Planned Impact/ Targets Towards Long Term Outcomes 2022-2023 Year 3 - Data shows positive gap between DA an A 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%</p>		
<p>Planned Impact/ Targets Towards Long Term Outcomes 2023-2024 For data improvements in previous years is sustained. Year 6 – Data from KS2 shows gap between DA and A was as follows: Reading – 5%, Writing 23% difference and Maths 4%. 14% achieved GD in reading and writing. Year 3 – Combined 62% PP Non PP 77% Yr 4 – Combined 50% ARE or above across the board in reading writing maths, Non PP was 84% Yr 5 – Combined 44% ARE Non PP 74%</p> <p>To reduce rates of persistent absence for disadvantaged children so they are in line with national figures and maintain this improvement. To increase the engagement of disadvantaged children in social learning and play, evidenced through a reduction in incident recording. To expand cultural capital for all disadvantaged children - provide high quality enrichment activities to ensure the breadth of the curriculum offer, which equips pupils with the knowledge and cultural capital they need to succeed in life. This also supports pupils’ well-being.</p>		

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			
		DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff	
End of KS2	Combined	Expected	36%	73%	37%	70%	86%	16%	38%	54%	16%
		Greater Depth				0%	0%	0%	0%	7%	7%
	Reading	Expected	64%	87%	23%	76%	100%	14%	71%	76%	5%
		Greater Depth				0%	14%	14%	14%	34%	20%
	Writing	Expected	36%	76%	40%	64%	86%	22%	57%	80%	23%
		Greater Depth				0%	14%	14%	14%	21%	7%
	Maths	Expected	64%	85%	21%	76%	86%	10%	57%	61%	4%
		Greater Depth				0%	0%	0%	0%	14%	14%

2022 to 2023:

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2023 - 2024

Approach A: Teaching and learning development for staff, attendance monitoring and engaging in social learning and play

- Quality of adaptive teaching and learning to meet the needs of all learners
- Engagement in social learning and play during unstructured times in order to further transferable learning
- Pastoral and academic check ins

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

- Use of digital technology (move to 1:1 devices)
- Interventions focussed on progress and attainment to improve and sustain curriculum access ensuring a broad, progressive and enriching curriculum access.

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

- Social, emotional and mental health support
- Networks of support set up and strong, safe and secure relationships built
- Residential trips out of the enrichment allocation Subsidised educational visits to support cultural capital.

6.0 Strategy Approaches for disadvantaged pupils 2023 – 2024

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
- Education Endowment Foundation, Practical Tools; Metacognition and self-regulated learning, 27 April 2018

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, applying phonics strategies, parental input, access to the full curriculum.	Staff CPD	Staff training ongoing	Staff changes
Modelling		Observation and feedback of teaching and learning	Quality of teaching feedback implemented ongoing	Training and implementation of observation software
Quality of explanation		Coaching/mentoring/support for staff	Middle leaders working 1:1 with teachers to identify	

			areas for development.	
Engagement		Staff observing good practice	Use of Progress Teacher Use of swivel to reflect on own practice Observations of subject leaders including teamteaching	
Feedback and assessment of learning in the lesson		Improved interaction and communication	Teachers using variety of methods to assess learning within lesson to provide immediate feedback and identify/address misconceptions	
Working memory		Improved oral fluency strategy	Development of subject specific vocabulary and promoting children's use of this in learning conversations	
Attendance	Gap in knowledge, monitoring of persistent attendance identification and actions on case by case basis. Parental	Pastoral support officer and SLT to engage with children and parents	Attendance data for DA in line with Nat Exp	Special cases

	engagement. Engagement with school ethos and aims	Pastoral support officer engagement with children and families		
Projected spending	£13, 342			

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	Introduction of new 1:1 devices for all children. Children may not be as familiar with these devices due to lack of access at home	Additional sessions from Computing lead in order to ensure that basic functions for use are secure	All DA pupils have access to additional teacher input via technology in the classroom	Teacher skill – addressed in ongoing CPD delivered by the Computing Lead, Future Ambassadors team from the Trust
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 Yr 3 and 4 and Fresh Start Yr 5 and 6	Phonics knowledge retention from Yr1 and 2 – levels of reinforcement from home	Daily phonics groups for those following assessments Set for daily phonics groups during book club time to ensure daily access	Intervention notes and monitoring – ongoing/weekly Increased reading fluency – monitored daily by teachers	Teacher subject knowledge – lead by experienced Phonics and KS1 practitioners

			during WORDING way lessons	
Projected spending	£35,986			

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	Support provided to families, access to professionals, locating support services	Improved parental communication Mental health related group and individual work EHA	Pastoral Support Officer to continue targeting PP children Application of Protective Behaviours interventions where applicable Family support meetings, team around the family to support EHA process	
Residential trips out of the enrichment allocation Subsidised educational visits to support cultural capital.	Income barriers to wider school / external opportunities	Contributions to trips, experiences that would otherwise be inaccessible	Uptake support by subsidising. Pupil/Parent/carers surveys.	Convenience of time/place of meetings for working parents or those with young children

		Named members of staff to communicate with parents to support this		
Managing peer relationships	Social skills	Extra-curricular Clubs/resources	Pupil Voice throughout 23-24 academic year	'Training' for all children involved
Projected spending	£32,152			

2023 to 2024 Total Projected spend:	£81,480
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7.0 Review of 2022 to 2023 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2023 to 2024?
Teaching and Professional Development for Teachers	<p>Progress teacher utilised by all senior and subject leaders for recording learning observations and feedback including weekly SMT book looks</p> <p>Line managers use of Progress teacher during performance management</p> <p>Achieved 22 - 23</p>	<p>For 23 – 24 using observations and monitoring of staff to target those for coaching and mentoring from subject/middle/senior leaders to develop teaching and learning practices</p> <p>PP Lead and SENDCo to work alongside teachers on developing further adaptive practice and identifying children and adaptations on planning</p>

Academic support	Phonics groups interventions improved overall reading and writing standards in PP group. Tutor programme used to target PP children for areas identified by class teachers and Cornerstone's assessments	Focus on improving access to technology expected to be used generally in the curriculum with the introduction of 1:1 devices across the 23 – 24 academic year
Wider strategies	PP overall attendance improved. Parental engagement improved. Children able to access extra-curricular activities and therefore develop social interactions and rise in overall wellbeing. Achieved 22 - 23	Focus on continuing improvement of mental health and well-being and developing social peer relationships celebrating differences. EHA process to be continually developed bringing families into school with other professional who can offer support. Continue to improve parental engagement.