

Pupil premium strategy statement – Aston Fields Middle School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	600
Proportion (%) of pupil premium eligible pupils	16% (96/600)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	05/12/23
Date on which it will be reviewed	November 2024
Statement authorised by	The Governing Body
Pupil premium lead	Mr J Brooks
Governor / Trustee lead	Mr G Wigley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1,455.00 per PPE pupil in KS2 (34 pupils) - £49,470 £1,035.00 per PPE pupil in KS3 (44 pupils) - £45,450 £2,530.00 per CLA pupil (2 pupils) – £5,060 £2,530.00 per PCLA pupil (8 pupils) – £20,240 £335.00 per Service Child (4 pupils) - £1,340	£121,560
Recovery premium funding allocation this academic year	£17,969
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£139,529

Part A: Pupil premium strategy plan

Statement of intent

At Aston Fields Middle School, we aim to ensure that all pupils, regardless of their background, strive for excellence and learn for life. This is our school's motto and encompasses all that we do. We recognise that some pupils face significant challenges to their learning, be that academically, socially, emotionally, or indeed in terms of their aspirations. However, we are fully committed to identifying the barriers to learning each pupil experiences and intervening to reduce their impact. We have high aspirations for all of our pupils and, as a school of character, use every possible opportunity to help each and every child to thrive and grow. We seek to offer a wide range of opportunities for disadvantaged pupils to enhance their cultural capital and raise their aspirations for the future.

Our current Pupil Premium Strategy works towards achieving this objective by:

- Continuing to reflect upon and develop the high-quality teaching that exists within the school to help all pupils make outstanding progress.
- Continuing to build positive relationships to ensure every pupil has an adult they trust within school. This is a fundamental aspect of our approach to identify and reduce barriers to learning for all pupils.
- Continuing to develop character education within lessons, assemblies, form time and extra-curricular opportunities to ensure each pupil leaves Aston Fields Middle School with a strong moral compass.
- Continuing to offer a broad and balanced curriculum for pupils in all year groups to develop their curiosity and passion across a range of subjects.
- Continuing to promote reading at every opportunity. As a school of reading, we recognise the vital importance of strong literacy levels for academic success in all subjects.
- Continuing to strive for outstanding attendance for all pupils and intervene promptly when concerns around low attendance are identified. This includes regular conversations with pupils, parents, and carers about the importance of regular school attendance.
- Continuing to support pupils with their social, emotional, and mental health. We recognise that without the appropriate pastoral support, academic success cannot be achieved.
- Continuing to provide a wide range of extra-curricular opportunities to support pupils with their social, emotional, and mental health, attendance, and future aspirations.
- Continuing to build positive relationships with parents/carers and provide support where needed to help reduce potential barriers to learning.

The Pupil Premium funding we receive helps us to address the challenges we have outlined in this statement and is split into three areas; teaching, targeted academic support and wider strategies.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attainment & reading – Whilst disadvantaged pupils make excellent progress during their four years at Aston Fields Middle School, Year 5 GL baseline assessments reveal that disadvantaged pupils can sometimes start their time at the school below age related levels. Data on entry from 2023/24 revealed:</p> <p><u>% at age related levels in English.</u></p> <p>Non-PP – 84 PP – 70</p> <p><u>% at age related levels in Maths.</u></p> <p>Non-PP – 79 PP – 40</p> <p>We know that some disadvantaged pupils who join us in Year 5 have low confidence when reading. Discussions reveal that in these cases a lack of reading takes place outside of school.</p>
2	<p>Aspirations</p> <p>Discussions with disadvantaged pupils including CLA/PCLA pupils reveals lower aspirations. Some pupils may not always have family members in professions they could aspire to and can lack the cultural capital to promote high aspirations for the future.</p>
3	<p>Attendance</p> <p>Despite our strong attendance record, we continue to strive for excellence in this area. Statistics reveal slightly lower attendance for PP pupils compared to their non-PP peers and we continue to use effective strategies to narrow this gap.</p> <p><u>2022/23</u></p> <p>Non-PP – 94.39% PP – 90.8%</p> <p><u>Autumn Term 2023/24</u></p> <p>Non-PP – 95.57% PP – 93.3%</p> <p>Discussions with pupils with low attendance often reveals a lack of understanding of the bigger picture in terms of attendance and its impact on educational outcomes.</p>
4	<p>Parental engagement</p> <p>Traditionally, we know that parental engagement can be lower amongst pupils from disadvantaged backgrounds. This leads to a lack of understanding of the importance of attendance, reading and lower aspirations for their children.</p>
5	<p>Social, emotional, and mental health</p> <p>Nationally, there has been an increase in social, emotional, and mental health concerns since COVID-19. This is apparent for all pupils too, including our most disadvantaged as well as CLA/PCLA pupils. During the 2023/24 Autumn Term, 35 pupils received extra support from the SEMH team, of which 17 were in receipt of PP funding (49%).</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment (inc reading) Those eligible for PP funding to make outstanding progress during their time at the school. Improved confidence, enjoyment, and engagement for disadvantaged pupils in reading.	<ul style="list-style-type: none"> - A greater proportion of disadvantaged pupils at Age Related Expectations as demonstrated by: <ul style="list-style-type: none"> o GL results in English and Maths o Teacher assessments used in all subjects. o STAR Reading data - Greater confidence reading aloud to staff. - Increased use of the library and Renaissance Reading by disadvantaged pupils. - Gap in attainment between PP and non-PP will not increase.
Aspirations Higher aspirations of pupils including CLA/PCLA pupils.	<ul style="list-style-type: none"> - Evidence of higher self-esteem through Mind Safe scores - Evidence of higher self-esteem and future aspirations through discussions with Lead Teacher for Disadvantaged Pupils and Learning Mentors. - Evidence of higher-self-esteem and future aspirations through pupil voice activities. - Evidence of disadvantaged pupils attaining a role of responsibility in Year 8
Attendance Improved attendance for disadvantaged pupils.	<ul style="list-style-type: none"> - 95.5% attendance to be achieved. - Pupils to have greater understanding of the importance of good attendance
Parental engagement An increase in parental engagement for disadvantaged pupils.	<ul style="list-style-type: none"> - Improved attendance from parents/carers of disadvantaged pupils at: <ul style="list-style-type: none"> o Drop in pastoral parents' evenings. o Subject parents' evenings o Coffee Afternoons o Subject information evenings
Social, emotional and mental health For pupils to continue to be supported with their social, emotional, and mental health to ensure access to their learning.	<ul style="list-style-type: none"> - Evidence of higher self-esteem through Mind Safe scores. - Evidence of improved social, emotional and mental health through mentoring sessions with Learning Mentors and Lead Teacher for Disadvantaged Pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £96,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching Quality First Teaching continues to be a key focus for all staff at Aston Fields Middle School. Staff have worked collaboratively to identify what this looks like in our school.</p> <p>Teaching and Learning Communities Teaching and Learning Communities have been formed for all teaching staff to develop and share best practice within the following focus areas:</p> <ul style="list-style-type: none"> - Behaviour and relationships - Explaining and modelling - Questioning and feedback <p>NPQs A wide range of staff are completing NPQs in the following areas:</p> <ul style="list-style-type: none"> - Leading literacy - Leading behaviour and culture - Leading teacher development - Senior leadership - NASENCO 	<p>High quality teaching improves outcomes for all pupils, but especially those from disadvantaged backgrounds. We continue to invest in highly effective professional development for all staff as we know this is a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. As a result, teaching and learning continues to be of an exceptionally high standard at Aston Fields Middle School. Staff possess a high level of expertise within their subject areas and age ranges. Subject specialists are effective in supporting non-specialists to ensure the curriculum is implemented to the highest possible standards. Staff continue to work collaboratively across subject areas and age ranges to share best practice and further improve standards. Previous NPQs in Leading teaching and Senior leaderships have increased capacity to drive curriculum development across the school. We know this approach works, as disadvantaged pupils leave Aston Fields Middle School having made exceptional progress across all subjects. (Education Endowment Foundation research Oct 2021) +2 months progress.</p>	1, 2, 3, 5

<p>STLP</p> <p>Continued CPD for staff through working collaboratively with colleagues across schools within the trust.</p> <p>Whole staff training</p> <p>Feedback received from staff has helped to identify areas for development. Whole staff training on autism has been implemented. Staff have also received training on attendance and trauma informed approaches.</p> <p>Teaching assistants</p> <p>Continued CPD for teaching assistants to ensure high quality support can be provided within lessons and through interventions.</p>	<p>Effective use of teaching assistants supports all learners including disadvantaged, especially those with additional SEND needs.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
<p>Recruitment & Retention</p> <p>We have continued to maintain the following members of staff to ensure appropriate support can be provided to disadvantaged pupils:</p> <ul style="list-style-type: none"> - Learning mentors - Lead Teacher for Disadvantaged Pupils - Teaching Assistants - Lead Teacher for Reading - Interventions Manager - Lead Teacher for CIEAG - Attendance Officer 	<p>At Aston Fields Middle School, we highly value each and every member of staff. We recognise the importance of recruiting the best possible candidates and ensuring a positive and healthy work life balance to retain staff. This is an important part of our strategy to support disadvantaged pupils and it allows us to maintain high standards of teaching across the school and enables strong relationships to be formed with all pupils, particularly disadvantaged/CLA/PCLA.</p> <p>The Interventions Manager and Lead Teacher for Reading ensure that the pupils who are in most need of extra support, receive high quality interventions that have a sustained impact on their future outcomes.</p> <p>The Lead Teacher for Disadvantaged Pupils promotes opportunities for pupils and works closely with pupils and their parents and carers to ensure appropriate support is provided. We know this helps to raise aspirations reduces social, emotional, and mental health issues for disadvantaged pupils.</p> <p>The Lead Teacher for CIEAG continues to organise opportunities for disadvantaged pupils which raise future aspirations and helps increase motivation in the classroom. This has previously included trips to universities, STEM</p>	<p>1, 2, 3, 4, 5</p>

	<p>activities and information on apprenticeships helping to raise aspirations.</p> <p>These have all been highly successful in the past.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions Pupils identified as the lowest 20% in reading through assessment receive support through interventions both inside and outside of the classroom. This includes interventions such as: <ul style="list-style-type: none"> - Phonics - Reading fluency - Language comprehension - Lexia - Grapheme Grafters - Handwriting Buddies - Renaissance Reading 	These interventions are highly effective in ensuring pupils identified as requiring extra support are able to make rapid progress. Progress is assessed after the intervention and regularly show a positive impact. We know that improved reading levels supports pupils in their learning of all subjects. EEF Reading comprehension strategies +6 months progress. EEF Phonics programme +5 months progress.	1, 2, 3, 4
Maths programmes KS2 pupils regularly use the following programmes to consolidate learning within the classroom. <ul style="list-style-type: none"> - Sumdog - TT Rockstars 	Highly effective to support all pupils to consolidate their learning within the classroom. We know that this is especially the case for disadvantaged pupils who may not have the technology to access these programmes at home.	1, 2, 3, 4
Maths and Reading buddies KS2 pupils who are identified as needing extra support work collaboratively with pupils in Year 8 to support with their Maths and reading. This is overseen by the Director of Learning for Maths and Lead Teacher for Reading.	Highly effective strategy to support pupils reading and therefore, access to the curriculum. Maths Buddies pre-teaching raises confidence enabling pupils to make rapid progress.	1, 2, 3, 5
Social, emotional, and mental health Pupils who are identified as needing extra support receive one-to-one or small group sessions with our learning mentors or through outside agencies. This includes interventions such as:	This support continues to be critically important to a small number of pupils within our school. Through mentoring sessions, pupils are able to talk about their worries to an emotionally available adult who provide appropriate support. We know this helps pupils with their readiness to learn leading to greater progress.	1, 3, 5

<ul style="list-style-type: none"> - RESPECT sessions. - Heads Up workshops. - Clued Up coaching. - Empowering boys' workshops - Police Cadets Programme - Listening Service - Intervention & Prevention (West Mercia Police) - WRAPP (School Nurse) 	EEF Social and emotional learning +4 months progress.	
Educational Psychologist Advice on the best ways to support specific pupils is provided through working collaboratively with our educational psychologist.	This advice has been invaluable in ensuring we provide the most effective support for pupils with the greatest needs. This support ensures greater outcomes are achieved for these pupils. Pupils are more ready to learn, attend school more regularly and access the curriculum more effectively. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5
Curriculum clubs Homework club for KS2 and KS3, Sumdog/TT rockstars club and Lexia club.	Highly effective in ensuring disadvantaged pupils receive the same opportunity, resources and support when completing homework as their non-pp peers. EEF homework +5 months progress.	1, 2
Teaching assistants Teaching assistants are across year groups and subject areas.	Teaching assistants are highly trained to offer specialist support both in the classroom and through interventions. We know that this extra support helps many disadvantaged pupils to make excellent progress. EEF effective use of teaching assistants +4months progress.	1
Smaller class sizes Flexible grouping within Maths, English and Science allows for smaller class sizes in some sets across both key stages.	This is highly effective in ensuring specific pupils receive extra support from their classroom teacher. In the past this has been highly effective in improving outcomes for disadvantaged pupils. EEF reducing class sizes +2 months progress.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer and SLT attendance oversight</p> <p>Our attendance officer monitors attendance for all pupils, raises concerns and works with families to support attendance. The attendance officer works collaboratively with a member of SLT who continues to raise awareness of the importance of good attendance with pupils, parents/carers and staff.</p>	<p>Highly effective in ensuring good attendance from all pupils, but especially those from disadvantaged backgrounds by forming strong relationships with families. This in turn supports greater academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	1, 2, 3, 4, 5
<p>Extra-curricular opportunities (within school)</p> <p>A wide range of extra-curricular opportunities are organised for pupils including:</p> <ul style="list-style-type: none"> - STEM workshops - Drama productions - Music productions including a Christmas Concert - History and Geography workshops - Before, during and after school clubs (both sporting and non-sporting) - Art workshops <p>Disadvantaged pupils are always considered as a priority for these events.</p> <p>Extra-curricular opportunities (outside school)</p> <p>A wide range of extra-curricular opportunities are organised for pupils including visits to:</p> <ul style="list-style-type: none"> - Birmingham and Coventry University - Upton Warren 	<p>Highly successful take up from disadvantaged pupils. We know that by providing a wide range of extra-curricular opportunities both within and outside of school, pupil's motivation, behaviour and attendance has improved. This has had the benefit of leading to improved educational outcomes. These opportunities have also helped to raise aspirations and increase cultural capital for disadvantaged pupils. These opportunities have also helped pupils develop their social skills and have contributed towards pupils' learning for life.</p> <p>EEF sports participation +2 months progress</p> <p>EEF arts participation +2 months progress</p>	1, 2, 3, 5

<ul style="list-style-type: none"> - Black Country Living Museum - REP Theatre - Worcester Cathedral - Bromsgrove Tennis and Hockey Club, the Ryland Centre and local high schools to participate in a wide range of sporting events. - Year 6 PGL residential trip - Year 7 French trip <p>Disadvantaged pupils are always considered as a priority for these events.</p>		
<p>Roles of Responsibility</p> <p>Pupils in Year 8 have the opportunity to apply for roles of responsibility including:</p> <ul style="list-style-type: none"> - Wellbeing Mentors - Literacy Mentors - Peer Leaders - Science Lab Monitors 	<p>Highly effective in supporting good attendance for pupils in Year 8, as well as raising aspirations and helping with social, emotional and mental health. Year 8 pupils act as role models for pupils in lower year groups which also raises their aspirations for the future.</p> <p>In 2023/24 48% of those eligible for PP funding were successful in attaining a role of responsibility. This compares with 57% of pupils in Year 8 who were successful in their application for a role of responsibility.</p>	1, 2, 3, 5
<p>Transition</p> <p>Support for pupils who may find the transition between year groups and to high school challenging. In the past, this has included workshops focusing on transition and extra visits to high schools. We also provide extra parental/pupil transitional events for pupils arriving in Year 5.</p>	<p>Effective transitional arrangements ensure pupils at Aston Fields Middle School are ready for the next stage of the learning.</p>	1, 2, 3, 5
<p>Breakfast Club</p> <p>Pupils who may need extra support prior to the start of the school day are invited to breakfast club, allowing for access to an emotionally available adult and items of food.</p>	<p>Breakfast Club reduces the anxieties some pupils have around coming to school and ensure they are prepared the start the day in a positive frame of mind. This is also highly effective in supporting good attendance.</p> <p>EEF's Improving Behaviour Report states "Another simple strategy with good evidence behind it is offering free, universal breakfast clubs before school starts, which has been found to prepare pupils well for learning."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1, 3, 5

<p>Social, emotional, and mental health support</p> <p>Pupils who are identified as needing extra support receive one-to-one or small group sessions with our Learning Mentors and/or Lead Teacher for Disadvantaged Pupils.</p> <p>Trauma Informed Schools</p> <p>Lead Teacher for Disadvantaged Pupils is completing TISUK Practitioner training with whole school staff development training to follow.</p>	<p>This support continues to be critically important to a small number of pupils within our school. Through mentoring sessions, pupils are able to talk about their worries to an emotionally available adult who provide appropriate support. We know this helps pupils with their readiness to learn leading to greater progress.</p> <p>Trauma Informed School UK work collaboratively with schools to ensure mentally healthy cultures for all pupils. We are working with TISUK because we know social, emotional, and mental health challenges have increased following Covid 19, as a result of changes in technology and because recent cost of living crisis. We continue to be proactive in the face of these challenges and always prioritise building positive relationships with all pupils as we know this supports positive outcomes. Pupils at Aston Fields Middle School understand the importance of 'telling an adult they trust' and do so when they have a worry or concern. Despite the challenge's children face, we continue to see low numbers of pupils who require support from our SEMH team due to our whole school approach of supporting pupils pastorally.</p> <p>EEF Social and emotional learning +4 months progress.</p>	<p>1, 3, 5</p>
<p>Help and support for families.</p> <p>Regular contact with families of disadvantaged pupils to ensure support is provided where needed. This includes supporting with food, uniform and trips.</p>	<p>Highly effective in supporting our most disadvantaged pupils to attend more regularly and be prepared for learning. This supports positive social, emotional and mental health, good attendance and therefore educational outcomes.</p>	<p>1, 3, 5</p>

Total budgeted cost: £139,529

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All pupils, including those who are disadvantaged make outstanding progress during their time at Aston Fields Middle School. The data below from the 2022/23 academic year reveals:

- 94% of disadvantaged pupils finished Year 8 at Age Related Expectations in Maths. This was an increase from 68% who arrived at National Expectations in Year 5.
- 92% of disadvantaged pupils finished Year 8 at Age Related Expectations in English. This was an increase from 84% who arrived at National Expectations in Year 5.
- In both Maths and English, the attainment gap between PP and non-PP pupils was reduced during their four years at the school
- 100% of disadvantaged pupils made expected progress in Maths over their four years at the school.
- 94% of disadvantaged pupils make expected progress in English over their four years at the school.

	Maths		English	
	AFMS Main Cohort ('other' pupils)	AFMS Disadvantaged	AFMS Main Cohort ('other' pupils)	AFMS Disadvantaged
% at National Expectations on arrival in Y5	71	68	88	84
% at Age Related Expectations on exit in Y8	95	94	95	92
% expected progress over 4 years at AFMS	100	100	95	94
% exceeded expected progress over 4 years at AFMS	70	66	27	30

Foundation subject data reveals a similar picture with the majority of pupils working at Age Related Expectations across all subjects.

However, we recognise that education is about more than just performing well academically. We promote good character at every opportunity and ensure that pupils are well-equipped for life after school through both the curriculum and extra-curricular opportunities. Disadvantaged pupils leave the school with a greater understanding of the importance of good attendance and are motivated for their next stage of learning and having had the opportunity to develop their leadership through a role of responsibility within the school. As a result, disadvantaged pupils leave Aston Fields Middle School with the ability to speak with confidence about the progress they have made and their aspirations for future.

Externally provided programmes

Programme	Provider
Lexia – targeted literacy support	Lexia
Mind Safe	
TT Rockstars	Maths Circle Ltd
Renaissance Reading	
Sumdog	
Accelerated Reading	Renaissance Learning
Motional	Motional
Language Link	SLCN
Clued Up coaching	
Progress Tests	GL Assessment