

# Aston Fields Middle School Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Aston Fields Middle School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	80,150		
<b>Total number of pupils</b>	600	<b>Number of pupils eligible for PP</b>	84	<b>Date for next PP Strategy Review</b>	Termly
2. Current attainment on exit					
		<i>Attainment on exit for pupils eligible for PP at AFMS (2019 data. NB. 2020 data unavailable due to coronavirus)</i>		<i>National attainment (Year 8) for pupils not eligible for PP (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		Maths 90%		77%	
		English 86%		77%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Low confidence in reading on entry and lack of reading outside of school				
B.	Low aspirations of pupils, including LAC/PLAC				
C.	Understanding the importance of good attendance				
External barriers					
D.	Low parental engagement, understanding of the importance of attendance and aspirations of pupils				
E.	Anxiety & insecure attachment as a result of lockdown & COVID-19, including LAC/PLAC				
4. Outcomes				Success criteria	
A.	Improved confidence, enjoyment and engagement for disadvantaged pupils in reading			Greater confidence reading aloud to PP mentor and staff, greater use of library and Renaissance reading by disadvantaged pupils	
B.	Higher aspirations of pupils, including LAC/PLAC			Evidence of higher self-esteem through PP mentor meetings and PASS	
C.	Improved attendance for disadvantaged pupils			94.5% attendance target to be achieved	
D.	Improved attachment, improved emotional resilience & reduced anxiety to ensure pupils re-engage with their learning			Evidence of good relationship with at least one key adult. Greater emotional resilience – fewer emotional concerns, more able to self-regulate, co-operate and focus in school.	

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020/21</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>
<b>i. Quality of teaching for all</b>					
Improved confidence and attainment in reading for disadvantaged pupils	Maintain additional support (staffing). Specific focus on reading for all staff (QFT) including Intervention Manager/TA support/PP Mentor – targeted renaissance testing sessions, library delivery service, Book Buzz, reading books for all classes for their form time	See barrier A	Continued termly meetings/Monitoring of pupils attainment and progress	AH/JB	Termly PP strategy review by SLT and Governors
Higher aspirations, self-esteem and emotional resilience for disadvantaged pupils, including LAC/PLAC	Using Google classrooms to engage pupils outside of the classroom with careers advice, wider engagement in subjects like STEM and sporting activities. Supporting pupils to access provision outside of school, especially if self-isolating. Re-engaging pupils in learning through the Bounce Back curriculum and greater time for PSHE and mental health issues within the classrooms	See barriers B, D & E	Continued termly monitoring of pp mentor meetings & PASS data	CT	Termly PP strategy review by SLT and Governors
<b>Total budgeted cost</b>					<b>54,450</b>
<b>ii. Targeted support</b>					
Improved confidence and attainment in reading for disadvantaged pupils, improved attendance & attachment for disadvantaged pupils	Specific focus of small group support and catch up programmes within normal lessons and the work of Learning Mentors/PP Mentor/Interventions Manager and Attendance Manager. Targeted interventions for academic achievement through existing school programmes like Lexia and new ones like NTP, support through one to one or small group work on social & emotional needs – use of motional to identify and provide support for vulnerable learners	See barriers A, B, C & D	Continued monitoring of impact on progress	CT/JB	Termly PP strategy review by SLT and Governors
<b>Total budgeted cost</b>					<b>17,150</b>
<b>iii. Other approaches</b>					
Improved engagement of pupils and parents/carers, aspirations and enjoyment of school leading to improved achievement	Targeted resources including English/Maths/ SEND/EH and Attendance Strategies and Meetings. Targeted careers advice. Use of motional, the Bounce Back curriculum and innovation within lessons to allow pupils to regain some normality following the closure of schools. Increased access to technology to improve pupil engagement in learning outside of the classroom and when self-isolating. Safe and well calls to be utilised to engage with parents/carers and support pupils	See barrier D	PP Mentor to liaise with families to ensure targeted help such as technology, food or agency support.	AH/CT	Termly PP strategy review by SLT and Governors
<b>Total budgeted cost</b>					<b>9,550</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year 2019/20 83,435</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<b>i. Quality of teaching for all</b>				
Improved confidence and attainment in reading for disadvantaged pupils	Maintain additional support (staffing). Specific focus on reading for all staff (QFT) including Intervention Manager/TA support/PP Mentor including running book groups and launch Lexia and Buzz Reading	Highly successful with disadvantaged pupils in all year groups making outstanding progress. The school also saw increased library usage for disadvantaged pupils	Highly successful because focusing the activity of pp mentor on reading supported library use and pupils reported enjoying their books more	56,060
Higher aspirations and self-esteem for disadvantaged pupils, including LAC/PLAC	Careers advice, engineering/stem workshops, engagement in sporting activities/teams and other clubs, trips and visits to support wider curriculum. Supporting disadvantaged pupils to apply for positions of responsibility. Lunchtime club to improve aspirations and wellbeing of LAC & other invited disadvantaged pupils	Highly successful: Disadvantaged pupils attended a variety of activities and contributed well prior to lockdown. Attainment in all subjects and at extracurricular events increased for the group. Parents/carers engaged with school during lockdown through safe & well calls	Highly successful approach included records kept of successful events to rebook when restrictions allow	
<b>ii. Targeted support</b>				
Improved confidence and attainment in reading for disadvantaged pupils and improved attendance for disadvantaged pupils	Specific focus of small group support and Catch Up Programmes within normal lessons and the work of Learning Mentors/PP Mentor/Interventions Manager and Attendance Manager. Training and delivery of Lexia programme to support pupils	Highly successful programme impacting attainment and progress in all year groups for disadvantaged pupils Eg. Disadvantaged pupils in line and above pupils nationally on exit in reading. Attendance target met & exceeded (94.8%)	A very successful approach to be continued. Continue to evaluate regularly to ensure all small group support within lessons leads to even higher attainment.	18,810
<b>iii. Other approaches</b>				
Improved engagement, aspirations and enjoyment of school leading to improved achievement	Targeted resources including English/Maths/ SEND/EH and Attendance Strategies and Meetings. University trips, library visits, farm trips and sporting activities including LAC/PLAC. Transition projects for vulnerable pupils & parents/carers and extra-curricular clubs for disadvantaged pupils. Targeted careers advice	Highly successful strategy saw disadvantaged pupils visit Birmingham Library and Birmingham Symphony Hall prior to the national lockdown. The school was also ambitious in supporting disadvantaged learners, especially LAC/PLAC during the closure of school and where appropriate pupils continued to attend school with our key worker provision.	Highly successful approach to be continued this year with a specific focus on careers advice and guidance. The school is looking for innovative ways to engage our pupils in and outside of school during the restrictions.	£8,565

## 7. Summary

Aston Fields Middle School's Pupil Premium Strategy continues to be highly successful and impacts strongly on improving achievement for disadvantaged pupils including Most Able and LAC/PLAC. Pupils supported by the Pupil Premium make **outstanding progress** across their 4 years at this middle school. Differences have continued to diminish in all areas between disadvantaged pupils and all pupils nationally as shown by robust and externally set/moderated GL Assessments, as well as across **all** other curriculum areas (moderated by our 'Outstanding' feeder high school). In addition, the school has ensured disadvantaged pupils including LAC/PLAC have been supported when unable to attend school, either during lockdown or due to self-isolation. Relationships have flourished with our parents/carers and this has helped us support their children to an even greater extent.