



Bilbrook CE Middle School Pupil premium strategy / self-evaluation



1. Summary information					
School	Bilbrook CE Middle School				
Academic Year	2020-21	Total PP budget	£58,685.00	Date of most recent PP Review	October 2020
Total number of pupils	134	Number of pupils eligible for PP	52	Date for next internal review of this strategy	October 2021

2. Current attainment at KS2			
	Pupils eligible for PP (your school)	Pupils not eligible for PP	
		School	National
% achieving expected standard or above in reading, writing & maths (KS2 SATs 2020)	58%	69%	75%
% achieving higher standard in reading, writing & maths	0	38%	17%
Average progress in reading (KS2 Teacher Assessment 2020)	-1	-6	+1
Average progress in writing (KS2 Teacher Assessment 2020)	-4	-4	+2
Average progress in mathematics (KS2 Teacher Assessment 2020)	-1	+4	+2
For Y8 outcomes, see Appendix A			

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Close the attainment gap of PP children and their non-pp peers throughout the school
B.	Lack of confidence, self-belief and low aspirations
C.	Lack of engagement of identified pupils in extra-curricular activities
Additional barriers	
D.	Lower attendance rates leading to lower progress and achievement
E.	Limited access to a wide range of life experiences due to limited social mobility

4. Intended outcomes		Success criteria
A.	Diminished difference in attainment between PP children and that of others	Pupils eligible for PP to attain as 'other' pupils, across the school in maths, reading and writing. Measured in Y5 and Y6 by teacher assessments, external tests and successful moderation practices established across the Federation so that greater numbers of PP children achieve at all standards, including at Greater Depth.
B.	Improve confidence, resilience and self-esteem of PP children	BMS children are self-assured learners, demonstrating the Bilbrook Standard and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress. Reduction in accrued behaviour points/ increased House points.
C.	Improved uptake of extra-curricular activities by PP children	The percentage of PP children attending extra-curricular activities is in line with others.



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D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 96.9% to in line with all pupils nationally and the rest of our school
E.	Provide opportunities for PP children to experience a wide range of life experiences.	A range of activities are planned for across the year and PP children are targeted to ensure that they are provided with a wide range of life experiences. PP children are provided with 'never-before-had' experiences.

5. Planned expenditure				
Academic year 2020-21				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
1. Quality of teaching for all				
Intended outcome	Action	How will you ensure it is implemented well?	Staff lead and cost	When will you review implementation/ Impact?
A. Diminished difference in attainment between PP children and that of others	<p>All staff to engage in high quality CPD including a focus on Greater Depth and achieving at the higher Standard</p> <p>All teachers and teaching Assistants take part in high quality professional development in relation to Cognitive Load Theory and Cognitive Development in Practice</p> <p>CPD to support development of quality of T&L ensuring meeting relative starting points of all pupil groups.</p>	<p>Learning walks and book looks by SLT in each subject reflect teaching is of high quality, rates for improvement are supported swiftly by bespoke CPD</p> <p>Head and AHT through learning walks to establish are all staff compliant with expectations</p> <p>Dedicated staff CPD time given in Staff Meeting</p> <p>Measure of pupils' progress and attainment at designated data collection points.</p> <p>Subjects leaders to attend local network meetings</p>	<p>SLT £3,000 CPD</p>	Termly

<p>B. Improve confidence, resilience and self-esteem of PP children</p>	<p>SLT to audit current practice and identify areas for development in training and classroom practice to improve confidence, resilience and self-esteem.</p> <p>Staff training to focus on character education and resilience of learners.</p> <p>Teachers to provide opportunities to succeed regularly in lessons to build self-esteem.</p> <p>Clear links between First schools and high school curriculum ensuring smooth transition.</p>	<p>Learning walks and book looks by SLT in each subject reflect opportunities for success and targeted support.</p> <p>Dedicated staff CPD time given in Staff Meeting</p> <p>Pupil voice of PP children.</p> <p>PP pupils demonstrate resilience as learners, improved attitudes to learning and progress.</p>	<p>SLT/ Pastoral</p> <p>Pastoral team £10,000</p>	<p>Termly</p>
<p>E . Provide opportunities for PP children to experience a wide range of life experiences.</p>	<p>Curriculum mapped out across years 5-8 to ensure a range of life experiences are available to all students.</p> <p>All staff members to organise and lead on an educational visit / an additional opportunity for a group of students within the school.</p>	<p>Children will be able to articulate knowledge of their educational journey and aspirations relating to careers, university and further education.</p> <p>Records of visits and pupil voice of experiences.</p>	<p>£1,500</p>	<p>Termly</p>
Total Annual budgeted cost				£14,500

2. Targeted academic support				
Intended outcome	Action	How will you ensure it is implemented well?	Staff lead and cost	When will you review implementation/ Impact?
<p>A. Diminished difference in attainment between PP children and that of others</p>	<p>Small, targeted intervention groups for Reading, Writing and Mathematics</p> <p>Additional small group work (after-school)</p> <p>HLTAs to lead on Reading Inference programme</p> <p>TA full time support in each year group of the school to target in class support for PP children</p> <p>Termly meetings with pastoral team, the SENCo, and faculty leaders for English and Maths to review data and monitor pupil progress.</p> <p>Provide resources for PP children to access more of the curriculum eg books, stationery etc</p>	<p>SLT to observe quality of T&L within interventions</p> <p>Regular books trawls</p> <p>TA support in lesson is monitored by AHT</p> <p>Support staff receive regular high-quality CPD</p>	<p>SLT</p> <p>TA support £25,000 in each year group</p>	<p>Termly</p>

<p>B. Improve confidence, resilience and self-esteem of PP children</p>	<p>Teacher / TA to provide feedback in lessons to target strengths and areas for development and provide targeted teaching to build up confidence and resilience.</p> <p>Provide Academic mentors for some PP students</p> <p>Pastoral lead to work across all lunchtimes</p>	<p>Head and AHT through learning walks observe that PP children are fully engaged in all aspects of school life.</p> <p>Improved attitudes to learning Support / pastoral staff receive regular high-quality CPD</p> <p>Measure of pupils' progress and attainment at designated data collection points.</p> <p>Key Stage 2 results</p>	<p>SLT/ pastoral</p> <p>£10,000</p>	<p>Termly</p>
<p>E. Provide opportunities for PP children to experience a wide range of life experiences.</p>	<p>Pastoral Team and SLT to monitor uptake of opportunities by PP students.</p> <p>Use discussions with students to guide planning of experiences.</p>	<p>Children will be able to articulate knowledge of their educational journey and aspirations relating to careers, university and further education.</p> <p>Records of visits and pupil voice of experiences.</p>	<p>SLT/ pastoral</p> <p>£3,500</p>	<p>Termly</p>
Total Annual budgeted cost				£38,500

3. Wider strategies				
Intended outcome	Action	How will you ensure it is implemented well?	Staff lead and cost	When will you review implementation/ Impact?
A. Diminished difference in attainment between PP children and	RADY (Raising Achievement in Disadvantaged Youth) Project	AHT is leading on RADY Learning Walks Book scrutiny	SLT £1,000	End of the academic year
B. Improve confidence, resilience and self-esteem of PP children	Use materials from Young Minds to audit attitudes to learning across the school. Use audit tools to create action plan of how we can Improve confidence, resilience and self-esteem of PP children	Head and AHT through learning walks observe that PP children are fully engaged in all aspects of school life. Opportunities for success across all curriculum areas.	SLT/ pastoral £1,000	Termly
C. Improved uptake of extra-curricular activities by PP children	Monitor uptake of extra- curricular activities. Engage with parents to encourage more use of the offer available to children. Provide financial support to enable more PP children to participate in extra- curricular activities.	Monitor attendance of extra- curricular activities. Pupil voice on experiences	SLT/ pastoral/ Admin £1,500	Termly



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<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Diminish the differences in attendance between PP pupils and all others and national measures.</p> <p>Pastoral and Admin team to monitor pupils and follow up quickly on absences.</p> <p>Headteacher to overview attendance of pupil groups and work in partnership with attend to tackle attendance issues and persistent absence</p> <p>Provide attendance reward system</p>	<p>Regular meetings with pastoral and Admin teams- data fed back to SLT.</p> <p>Improved attendance of PP children over time.</p>	<p>Pastoral team</p> <p>£2,500</p>	<p>Half-termly</p>
Total Annual budgeted cost				£6,000

Review: Last year's aims and outcomes

Aim	Outcome		
The pupil premium will be used to provide additional educational support to improve the progress and raise the standard of achievement for these students.	Improvement in disadvantaged progress in Reading and Maths		
The funding will be used to narrow and close the gap between the achievement of these students and their peers.	There remains to be a gap between the achievement of disadvantaged students compared to their peers		
As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for pupil premium and others	All efforts were made to ensure disadvantaged students had access to online learning during the Covid-19 enforced school closure. If this was not possible teaching packs were delivered regularly during this period. Uniform and extra-curricular activities were subsidised.		
We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives.	Pastoral team have good communication with families and are able to ensure that students that need it most do receive any support that we are able to offer.		
The attendance of PP children is in line with non-PP children.	2019/20	Disadvantaged	Non-disadvantaged
	Year 5	96.92	97.87
	Year 6	93.54	97.7
	Year 7	96.12	96.08
	Year 8	94.68	95.15

Appendix A

The following table shows end of year assessments from 2018-2020 for Y8 pupils (last year at Bilbrook CE Middle School).

2020

Non-PP	Art	Computing	DT	French	Geog	Hist	Maths	Music	PE	RE	Reading	Science	Writing
ARE	68%	84%	100%	79%	84%	84%	79%	95%	74%	89%	84%	95%	79%
PP	Art	Computing	DT	French	Geog	Hist	Maths	Music	PE	RE	Reading	Science	Writing
ARE	69%	77%	100%	85%	85%	92%	69%	100%	100%	92%	92%	92%	77%
Gap	1%	-7%	0%	6%	0%	8%	-10%	5%	26%	3%	8%	-2%	-2%

2019

Non-PP	Art	Computing	DT	French	Geog	Hist	Maths	Music	PE	RE	Reading	Science	Writing
ARE	59%	71%	94%	71%	71%	0%	76%	94%	76%	82%	76%	88%	71%
PP	Art	Computing	DT	French	Geog	Hist	Maths	Music	PE	RE	Reading	Science	Writing
ARE	40%	90%	100%	90%	100%	0%	90%	90%	100%	100%	100%	100%	100%
Gap	-19%	19%	6%	19%	29%	0%	14%	-4%	24%	18%	24%	12%	29%

2018

Non-PP	Art	Computing	DT	French	Geog	Hist	Maths	Music	PE	RE	Reading	Science	Writing
ARE	83%	93%	93%	86%	86%	0%	90%	83%	97%	93%	86%	83%	79%
PP	Art	Computing	DT	French	Geog	Hist	Maths	Music	PE	RE	Reading	Science	Writing
ARE	54%	100%	100%	62%	85%	0%	85%	100%	92%	92%	85%	85%	85%
Gap	-29%	7%	7%	-25%	-2%	0%	-5%	17%	-4%	-1%	-2%	2%	5%