



Dedworth Middle School
Pupil Premium Report
2020-2021

The pupil premium is additional funding for publicly funded schools in England and was introduced in 2011. It's designed to help disadvantaged pupils of all abilities perform better and close the gap between them and their peers academically and socially /emotionally.

The funding is based on the numbers of pupils in Year 5 to 8 who are eligible for free school meals (FSM) or have been in the last 6 years from 2012-2013 (EVER6), Post Looked After Children (Post LAC) and additionally the Service premium for those who reside with parents currently in the Armed Forces or have been in the last 6 years (EVER6 Service). The Pupil Premium will be used by Dedworth Middle School to address any underlying inequalities or barriers faced by these groups of pupils.

We have high aspirations for all pupils that attend Dedworth Middle School and believe that all pupils deserve the chance to succeed and reach their full potential. Using the Pupil Premium grant, we aim to provide bespoke support and targeted intervention to ensure that all pupils achieve and make progress. We also recognise that not all pupils that are socially or academically disadvantaged are registered for Free School meals and classified as Pupil Premium. As a school we will ensure that all pupils that may be identified by the school as disadvantaged will also benefit from the support and funding.

The pupil premium grant is allocated per pupil, but the grant may be spent so that all pupils in the school receive some educational benefit. It is important to highlight that not all pupils identified as Pupil premium will need support and not all pupils that are disadvantaged or need support are eligible for Pupil premium.

Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise attainment for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers and address any underlying inequalities between children eligible for Pupil Premium and others.
- The school will ensure that the additional funding reaches those that need it most and that it makes a significant impact on their education and lives.

Context of Pupil Premium at DMS

	2017 - 18	2018 - 19	2019-20	2020-21
Percentage of Pupil Premium pupils	33%	31%	31%	32%
Total number of pupils	157	157	158	149
Number of FSM pupils eligible for the Pupil Premium	116	101	108	95
Number of post Looked after Pupils eligible for the Pupil Premium	2	3	3	4
Number of Service children eligible for the Pupil Premium	39	52	47	43
Funding received	£ 145,184	£152,000	£153,333	£146,305

Strategies

In 2020-2021 the school were allocated £146,305 Pupil Premium funding. As a school we have evaluated the impact of previous spending and provision. We identified the needs of 202-2021 cohort of Pupil Premium and Service Premium pupils and allocated the funding as follows:

Strategy	Implementation	Cost	Impact
<p>1- Increase profile of pupil premium pupils and the school strategies to support them with all stakeholders.</p>	<p>Staff - Link to school improvement plan, department development plans and performance management objectives.</p> <p>Live data trackers with barriers to learning consistently used by all staff. Pupil premium pupils also highlighted through the SIMS mark sheet.</p> <p>Induction training for new staff/ refresher training for existing staff. Middle Leader training and coaching sessions to include strategies for improving the outcomes of pupil premium. Staff meeting time dedicated to discussion and shared practise for pupil premium pupils.</p> <p>Student – Focus groups to help improve learning over time:</p> <p>Peer mentoring/ tutoring, Explore methods of feedback, Reading comprehension groups.</p> <p>Introduce pupil premium bursary to assist with their studies and enrichment.</p> <p>Parents – Extra parent information evenings,</p>	<p>Staff meeting time – no cost.</p> <p>Data tracking and reporting / Admin and Leadership £2500</p> <p>PP Pupil focus groups – Linked to covid catch up funding.</p>	<p>All teachers and support staff can identify and have planned for pupil premium pupils. This are evidenced on pupil context sheets, in planning, marking and observations.</p> <p>Lesson observations and discussions with staff show that they are aware of how to meet the needs of their pupil premium pupils within lessons.</p> <p>Termly monitoring to tracks impact. Pupil progress meetings show evidence of interventions and strategies in place.</p> <p>Administration time is needed to track Pupil premium pupils academically and pastorally. Live trackers are produced to provide instant data and barrier analysis for all pupil premium pupils. Administration time is used to set up PP accounts on all software and track impact.</p> <p>As a school we use Target Tracker to record our attainment and progress data. All staff use and have access to data to allow them to track and monitor pupils. Data is used frequently by all staff to evaluate impact of teaching and assessments. Regular reports are generated from target tracker to inform planning, identify where intervention is needed. Target tracker also allows us to generate informative reports about our pupil premium pupils for parents and other stakeholders.</p>

	single point of contact, bespoke communication.		
2-Ensure the teaching of pupil premium pupils is consistently good.	<p>Develop a shared understanding of good teaching / quality first teaching and create a shared understanding of the Dedworth Dozen.</p> <p>Quality first teaching reinforced through staff meeting, inset time and shared good practise. Peer observations to highlight areas of expertise.</p> <p>Reinforce the basics of teaching pupil premium pupils - Contact with the pupil premium pupils first, seating, planned questioning, feedback, response and praise.</p> <p>CPDL offer for all staff, Teaching and learning opportunities for staff to collaborate and lead. Teaching and Learning policy updated, Dedworth dozen refresh and linked to pupil premium. Feedback policy updated and strategies for pupil premium identified. Planning, questioning.</p> <p>PP and SEND pupils catered for and differentiated for.</p> <p>TA support planned for and targeted.</p>	<p>Staff CPDL opportunities – no cost linked to PP as all internal or WLP.</p> <p>2 x TA support £32,000</p>	<p>Lesson observations - Consistent good teaching and quality first teaching for all pupil premium pupils has been seen through SLT and Middle Leader observations.</p> <p>Book looks evidence quality of teaching is consistently good and the progress made by pupil premium pupils is in line with their peers. Feedback policy work ongoing to further improve the journey of learning in pupils books.</p> <p>Data is collected 4 times a year for core subjects and 3 times a year for foundation subjects. Subject leaders submit 3/4 data reports a year to share their analysis and future planning. Monitor on a termly basis by SLT.</p> <p>CPDL opportunities mainly internal or trust wide due to covid restrictions.</p>
3-Strengthen the leadership of the schools pupil premium strategy	Review of roles and responsibilities in terms	Staff Meeting training	Single senior leader that owns the strategy improving strategic aims, but

<p>and build on previous success.</p>	<p>of pupil premium actions at all levels.</p> <p>Senior Leadership Team – Development of senior leader and associate senior leader to drive the next phase of our strategy.</p> <p>Middle Leadership Team – Specialist leadership posts in English and Maths, Middle Leadership training programme and training linked to School improvement plan.</p> <p>Strategy management – supporting attendance, inclusion and behaviour.</p> <p>WLP collaboration – Shared ethos and strategies across the trust to improve outcomes, consistency and transition.</p>	<p>time / WLP training – No Cost.</p> <p>PiXL - £1350</p>	<p>accountability shared across Middle Leaders and SLT</p> <p>Termly written progress updates submitted to Senior Leadership Team and Trust Leadership as part of monitoring process.</p> <p>All middle Leaders to have Performance Management target specifically linked to this strategy and impact has been measured / progress tracked across all departments.</p> <p>Membership of PiXL has allowed us access to resources for our pupil premium pupils. It provided access to a associate visits to moderate our practice and is additional CPD for Senior and middle leaders.</p>
<p>4-Reduce the difference in performance between pupil premium pupils and their non-pupil premium peers in Reading, Writing and Maths.</p>	<p>Additional teachers to reduce class sizes allowing smaller sets at KS3 for Maths and English. Additional teachers to deliver Maths & English based small group interventions.</p> <p>Review of English and maths curriculum across both key stages ensuring a progressive curriculum is in place.</p> <p>TA's to support quality first teaching and be directed to ensure all lessons are inclusive and effective.</p>	<p>Additional teachers</p> <p>Smaller sets in English and Maths KS3- £43200</p> <p>Small Sets in Maths in KS2 - £20504</p> <p>English intervention lessons in KS2 - £2870</p>	<p>Through the employment of additional teachers, we teach our year 7 and 8 pupils in smaller classes for English and Maths. This allows us to set the pupils by ability and to adjust the size of groups accordingly.</p> <p>More TA's in lessons to support the double disadvantaged – SEN/Pupil premium pupils. They support pupils to access the lessons and enhance differentiation. TAs led small group interventions to cement understanding and promote rapid progress.</p> <p>Data – Targets set by SLT and subject leaders and tracked through the year for all subjects to reduce gaps.</p> <p>Curriculum review of all subjects currently taking place and ongoing to ensure that it is comprehensive. Work still required to</p>

	<p>Review of maths and English Leadership across both key stages.</p> <p>Identify and target maths gaps using PiXL and Target tracker – prior knowledge gaps leading to lack of exposure to reasoning. Parents meeting to address parental engagement and support required from home.</p> <p>Identify and target reading gaps on entry by using Accelerated Reader frequently. Knowledge and skills essentials for each group and subject. Bespoke interventions put in place. Peer mentoring and buddy workshops continued.</p> <p>Catch up tutor to be employed and work with Pupil Premium pupils to provide intervention and reduce the gap between PP and their peers.</p> <p>Buy into some bespoke packages to help reduce the difference between PP and non PP pupils. Tracking in place to help evaluate and reorganise when needed.</p>	<p>TA support – As accounted for above.</p> <p>Lexia - £645</p> <p>Spag – £139</p> <p>Wordshark - £200</p> <p>Target tracker - £459</p> <p>Accelerated Reader - £1917</p> <p>Covid Catch up tutors linked to covid catch up funding.</p> <p>Homework club - £4900</p>	<p>ensure that it is well sequenced, progressive and bespoke for our context from years 5-8.</p> <p>Virtual and face to face parent’s information and support meetings have engaged parents.</p> <p>Target Tracker and PiXL used to track termly teacher assessments and combined scores. Raw score trackers used to track and monitor tests through the term. Regular, rigorous and well-planned Pupil progress meetings embedded after every data drop and continuously evaluated to ensure the best outcome for all pupils.</p> <p>Co-ordinated planning with Covid- catch up funding to provide bespoke interventions, peer mentoring and bespoke support such as Lexia, and Wordshark.</p> <p>Homework club has been targeted for lower attaining Pupil premium pupils and intervention and support provided.</p>
<p>5-To increase resilience of pupil premium pupils. Introduce and strengthen self-help strategies and build confidence.</p>	<p>Those entitled to the pupil premium grant are clear of their own academic and character/resilience targets/goals.</p> <p>Aspirational targets set for all pupil premium pupils.</p>	<p>Pastoral mentor - £11958</p> <p>Pastoral Manager - £12522</p> <p>Extra curricular opportunities /</p>	<p>Resilience, confidence and Aspirations of pupil premium pupils improved and increased via target setting meetings and celebration assemblies and other school recognition systems.</p> <p>Pastoral Mentor to be working full time within the Hub to assist with pupils on a reduced timetable. The proactive behaviour support and part time timetables worked as an alternative to</p>

	<p>Targets added to live pupil premium tracker.</p> <p>Links to PSHE curriculum, Health and wellbeing and behaviour for learning. Careers lessons, workshops and enrichment days with guest speakers to inspire pupil premium pupils.</p> <p>Extra-curricular opportunities / trips / residential offer for all pupil premium pupils.</p>	<p>enrichment activities - £125</p>	<p>fixed term exclusions and allowed us as a school to be more inclusive to our vulnerable pupil premium pupils.</p> <p>Pastoral manager to work with families and outside agencies to build support networks and ensure services are involved when necessary.</p> <p>Pupils – Assemblies / Tutor times</p> <p>All pupils set their Academic goals with their tutors during extended tutor progress meetings. All pupil premium pupils have had targets and goals set and tracked by their tutors.</p> <p>PSHE / RSE curriculum reviewed, new curriculum implemented and training for teachers provided to ensure delivery of curriculum content proficient for all pupils.</p>
<p>6-To develop targeted nurture, personalised learning and behaviour support for pupil premium pupils with emotional, social, developmental and behavioural needs.</p>	<p>Provide further support through the Hub. The hub to incorporate the Personalised learning centre, the nurture suite, return to learn area, Behaviour support and SEND. The hub will deliver proactive targeted support for pupil premium pupils to improve general wellbeing, social skills, targeted behaviour support, confidence and resilience. Short term and long term packages organised for pupils dependant on individual needs.</p> <p>The Hub to be reorganised, reintroduced and relocated.</p>	<p>Behaviour support RBWM SLA - £468</p> <p>Nurture £4620</p> <p>Pastoral Mentor and Pastoral Manager – Accounted for above.</p> <p>SALT - £3063</p> <p>ELSA - £3063</p>	<p>Support provided in the hub ensure that pupils are better prepared for lessons. Reduced/alternative timetable in place for some pupils.</p> <p>Targeted behavioural support from external agencies offered as part of behavioural support plans.</p> <p>New pastoral mentor directly supports pupils who struggle to access lessons. Support given within hub and in lessons. SLT rota has been introduced to ensure that support always available in the hub for pupils.</p> <p>All nurture pupils have Boxall assessments before commencing nurture sessions. Numbers of sessions is dependant on the need of the pupils. Boxall profiles completed after 12 sessions show the vast majority of pupils made progress with their different nurture strands; social and emotional and challenging behaviours.</p> <p>Pivotal behaviour curriculum journey with whole staff team and beginning to</p>

	<p>Pastoral Mentor and Pastoral manager to be employed to work in the Hub and to work with the safeguarding lead and external agencies.</p> <p>Pivotal Behaviour curriculum introduced. Three staff members trained and whole staff inset to take place. Strategy to improve whole school behaviour outcomes introduced.</p> <p>Strengthen Emotional literacy provision for some pupil premium pupils to improve emotional wellbeing and extend the level of support. ELSA Co-ordinator delivers bespoke sessions for individuals on a needs basis.</p> <p>Continue to provide Speech and Language sessions for some pupil premium pupils to provide support and interventions for pupils with difficulties and delays.</p> <p>Improve communication and referrals to the Early Help team. Ensure co-ordinated services delivered compliment and school approaches. Early Help teams are delivering youth service, counselling and resilience coach support for some pupil premium pupils. Pupils are referred via the local authority and</p>		<p>become embedded across the school and in all areas. Senior and Middle Leaders training ongoing.</p> <p>Elsa sessions provided for pupil premium pupils identified through inclusion meetings.</p> <p>Speech and Language interventions provided for pupils identified to improve their communication skills with adults, pupils and in lesson time.</p>
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	services co-ordinated and provided to pupil premium pupils.		
7-Reduce absence and persistent absence for those pupils entitled to the PP grant.	<p>Revise the schools strategy for targeting attendance interventions. Revise attendance policy. Attendance plans – Ladder of responsibility / escalation.</p> <p>Revise attendance procedures at inclusion meeting – Specific actions for targeted pupils.</p> <p>Targeted / discussions with students and parents- Action plans to be put in place.</p> <p>FFT research on entry to allow proactive targeted work on entry.</p> <p>Attendance officer working closely with pupil premium families, tutors, HOY's and pastoral team.</p> <p>HOY, EWO and early help (where relevant) involvement with low attendance pupil premium families.</p>	Staff and admin time – No cost	<p>Low prior attendance of pupil premium pupils on entry targeted through extra transition work with the first schools.</p> <p>Attendance policy, procedures and tracking in place and reducing PA – New attendance officer employed and new systems in place to track.</p> <p>Family support in place and persistent absence in KS3 decreased.</p> <p>Tracking of absence made difficult in 20-21 due to COVID, isolation, bubbles and contact tracing.</p>
8- To respond to the national pandemic and ensure all pupil premium pupils are fully supported and prioritised whether they are learning at home or at school.	<p>Ensuring the PP pupils that are either PP and vulnerable or PP and SEN are encouraged to attend school and offered a place.</p> <p>To ensure all PP families are receiving regular contact with teachers or support staff at school throughout the pandemic</p>	Resources for pupils - £500	<p>22 PP pupils in school during national lockdown and accessing teaching within bubbles – PP and Vulnerable / PP and SEN.</p> <p>- PP pupils highlighted to staff on the contact lists and staff prioritised with phonecalls / teams call and support.</p> <p>-Pastoral team monitored via inclusion meetings.</p> <p>-Staff monitored and tracked attendance of Pupil premium P pupils on Live lessons,</p>

	<p>either at school or at home.</p> <p>To ensure all PP pupils are given an opportunity to receive FSM either at school or at home during the pandemic.</p> <p>To ensure all PP pupils are able to access and complete the work remotely. To ensure that all pupils have access to devices required to do this.</p>		<p>Live pastoral check ins and work submissions.</p> <p>-£15 weekly FSM vouchers issued to all FSM and Ever 6 pupils throughout lockdown and in subsequent holiday periods.</p> <p>-92 DFE laptops were applied for, received and were distributed to PP pupils.</p> <p>-Wifi information on newsletters and conversations had when laptops collected.</p> <p>-All Pupil Premium pupils offered educational supplies (stationary / exercise books) during the lockdown period.</p>
		£147,002	

The following attainment data has been taken from teacher assessments in Summer 2 - July 2021. Data may vary from previous years due to the national lockdown during January to March 2021. Normally with every other academic year, progress analysis and gap analysis would take place in the Summer term. Due to the covid pandemic and the school closures a lot of interventions were intermittent and a true reflection of progress could not be obtained. From the data below it is clear we still have substantial gaps between attainment of Pupil premium pupils and non-Pupil premium pupils in some of the areas reported. Work will be undertaken with the subject leaders and pastoral managers to continue to address these gaps and collaborate to form an effective strategy for 2021-2022.

Year Group	Subject	Expected Attainment and above – July 21	Expected Attainment and above – July 21	Expected Attainment and above – July 21	Better than expected Attainment – July 21	Better than expected Attainment – July 21	Better than expected Attainment – July 21
		-All pupils	-PP pupils	-Non-PP pupils	-All pupils	-PP pupils	-Non-PP pupils
8 107 36 PP	Reading Writing Maths	55% 57% 61%	45% 39% 48%	59% 63% 65%	12% 12% 37%	0% 0% 26%	16% 16% 40%
7 125 37 PP	Reading Writing Maths	55% 46% 68%	40% 30% 60%	60% 51% 71%	9% 12% 23%	7% 7% 17%	10% 14% 25%
6 125 33 PP	Reading Writing Maths	76% 69% 74%	66% 52% 73%	81% 77% 74%	36% 13% 27%	23% 7% 16%	42% 16% 32%
5 120 36 PP	Reading Writing Maths	68% 51% 54%	69% 42% 47%	67% 55% 57%	13% 7% 20%	11% 3% 11%	14% 8% 24%

