



Hexham Middle School: Pupil Premium Self-Evaluation and Strategy Autumn 2020

Summary Information		
2019-20	Number of pupils on roll	458
	Number of pupils eligible for Pupil Premium	75
	Pupil Premium allocation	£88,266
	Pupil Premium Plus (for looked After Children)	£1,165
	Total	£89,431
2020-21	Number of pupils on roll	466
	Number of pupils eligible for Pupil Premium	65
	Pupil Premium allocation	£86,144
	Pupil Premium Plus (for looked After Children)	£1,645
	Total	£87,789
	Date of most recent Pupil Premium review	October 2020
	Date for the next internal review of this strategy	February 2021

Barriers to success to be overcome for pupils eligible for pupil premium funding.
Where attendance is below 95%
Where literacy and numeracy skills are weak
Where aspirations of pupils and parents are low
Where attitudes to learning are poor
Where engagement in intervention is low
Where engagement in wider curriculum activities is low

Review of Pupil Premium Expenditure 2019-20					
Desired Outcomes		Actions	Impact	Lessons Learned for 2020-21	Cost
Raise attainment and progress of all DP pupils so that any gaps between their non-disadvantaged peers close further.	Data tracking to identify gaps (with particular focus on Year 6).	<ul style="list-style-type: none"> - Thorough progress tracking over time with associated actions taken. - Trackers used in English, maths and science to ensure that targeted intervention is given. - Data shared with CLs and teaching staff regularly so that teachers are aware of individuals' progress and how to accelerate it. 	Aim to improve PP attainment on 2019 outcomes. Impact was had pre-March. Due to the final assessments not being taken, the final impact is not reviewed.	<ul style="list-style-type: none"> • CL development plans need to focus on supporting the progress of PP pupils with key strategies identified. • Trackers to be used by teachers in English, maths and science to track progress and memory/retention of key topics throughout the year. 	£11,670
	Establish starting points and plan additional support as necessary.	<ul style="list-style-type: none"> - Use GL assessments for early baselining in Year 5 and Year 6. - Share detailed reports with English and maths team (plus form tutors). - Plan early intervention packages for pupils. 	Baseline assessment allowed for much earlier intervention in KS2 and KS3.	<ul style="list-style-type: none"> • Early assessment needed in September 2020 as the end of year assessments were missed due to lockdown. • Rapid identification of gaps needed and amendments made to curriculum planning. Meet with teachers to outline support for PP pupils from September onwards. 	£1,400
	Use online intervention support to support pupil progress.	<ul style="list-style-type: none"> - Reading Plus intervention programme for pupils in all year groups. - Maths Whizz online tutoring for pupils in all year groups – set up groups 	High engagement with online intervention, particularly in school. This led to increased progress in both reading and maths.	<ul style="list-style-type: none"> • Build on the engagement in school to ensure it is used as home more. • Explore the availability of technology to ensure that pupils can access the resources at 	£3,430

		and promote its use at home.		home (where online learning is not available at home).	
	Additional LSA support in KS2.	<ul style="list-style-type: none"> - Targeted support in maths and English lessons to allow for additional support and catch-up sessions. 	Allowed for increased support in KS2 maths and English lessons which increased rapid intervention.	<ul style="list-style-type: none"> • Review setting approach in English and maths to remove the 'lower set mentality' and boost pupils' self-esteem. • In line with this, review the provision of LSA support to make sure that the impact can be continued and built upon. 	£7,210
	Intervention teacher to lead sessions for English and maths.	<ul style="list-style-type: none"> - Targeted intervention sessions to support progress including: reading comprehension, EGPS, maths, arithmetic. - Use RAPID interventions to support same day/ week learning. - Use pre-teaching sessions to develop vocabulary acquisition. 	<p>Weekly schedule of intervention implemented with sessions in each year group.</p> <p>RAPID/ pre-teaching have had impact in boosting confidence and attainment of PP pupils.</p>	<ul style="list-style-type: none"> • Implement Fresh Start early reading support in KS2 to develop gaps we are seeing in early phonics. • Recruit an additional Intervention Specialist for 20-21 to provide further academic/ pastoral support. • Implement a programme of early support for all pupils post-lockdown with an emphasis on early support for Year 5. 	£21,830
	Provide additional Early Bird before school support sessions.	<ul style="list-style-type: none"> - Before school access to Reading Plus and Maths Whizz to ensure positive engagement and a good start to the school day. - Targeted support sessions before lessons. 	Increased engagement and motivation. Self-esteem boost. Increased lesson time. High parental uptake.	<ul style="list-style-type: none"> • Explore possibilities to amend the structure of the school day to ensure that there is an additional longer form time at the start of the day to provide before-school sessions. • Provide after-school support sessions focused on homework completion as this has been challenging for some PP pupils this year due to lack of resources. 	£650

	Provide access to learning at home and supporting remote learning.	<ul style="list-style-type: none"> - This was an additional strategy in response to the COVID pandemic. Staff were providing regular packs of home learning for PP pupils who struggled with remote access. 	Continued education despite the pandemic.	<ul style="list-style-type: none"> • As we continue to provide remote learning, ensure that all PP pupils have remote access and/or provision of remote learning which is accessible. 	£1,030
Ensure quality first teaching addresses gaps in knowledge.	Close monitoring of teaching and learning with subsequent staff development. Plus, remote learning support (COVID19).	<ul style="list-style-type: none"> - CLs more heavily involved in the Quality of Education review process and follow-up work with teachers. - Book reviews focus on disadvantaged pupils and identifying gaps/ inconsistencies. - Targeted pupil-level book reviews across the curriculum to identify gaps and set action plans. 	More rapid intervention when issues were identified. More consistency checking across the curriculum. The follow-up work ensured that action was taken and progress was made.	<ul style="list-style-type: none"> • CL Ofsted focused training to be given early in the autumn term (this was delayed due to COVID). • Quality of Education review in Autumn 2 after the first half term to settle back into school routines and expectations. • Targeted book reviews focused on PP pupils with follow-up teacher and pupil feedback/ support. 	£12,390 £1,150
	Lead high-quality staff CPD to address any gaps in attainment/ progress.	<ul style="list-style-type: none"> - Ongoing CPD calendar for staff focused on developing T&L – a sharp focus on the '10 Elements of Great Teaching'. - Embedding formative assessment programme of CPD. 	Improvements made in teaching across most identified areas which leads to high-quality first teaching.	<ul style="list-style-type: none"> • Pick up the CPD calendar and re-focus on whole school T&L priorities which, in turn, impact positively on PP pupils' progress and experience. • Re-launch the focus on EFA to ensure ongoing assessment and addressing of gaps across the curriculum. 	£530
Ensure smooth transition to middle school and on to high school.	Liaise with feeder schools and high schools to transfer information.	<ul style="list-style-type: none"> - Meetings with all feeder firsts/ primaries to gather academic and pastoral information. 	Significant changes to our transition process were needed due to COVID 19. This was very successful. We	<ul style="list-style-type: none"> • Review the situation nationally and whether we continue with our usual face-to-face visits and events or whether we need to 	£3,000

		<ul style="list-style-type: none"> - Liaison with PLs at QEHS to ensure smooth academic and pastoral transfer for Y8 – Y9. - Produce packs for parents and pupils to ensure a readiness for transition. 	moved entirely virtual and provided in-depth video support for pupils and parents.	adapt to a virtual system once more.	
Provide a cohesive programme of experiences and enrichment to raise the cultural and science capital of the cohort.	Provide an outdoor curriculum (Forest School) for targeted groups.	<ul style="list-style-type: none"> - Targeted groups both in school and after school with a Forest School practitioner. 	Engagement levels high and motivational. Focus on social, emotional skills – communication, team skills, resilience and problem solving.	<ul style="list-style-type: none"> • Continue with the provision. • Train in-school staff as practitioners so that we can further use the outdoors to support engagement and academic achievement. 	£810
	Track the engagement of PP pupils with the wider curriculum opportunities and address gaps.	<ul style="list-style-type: none"> - Tracking needed from whole school perspective to ensure that any gaps in engagement are addressed. 	A comprehensive package of opportunities provided for pupils with initiatives focused on PP pupils.	<ul style="list-style-type: none"> • Produce a clear overview for the role of a form tutor which ensures a sharp focus on tracking engagement and opportunities (to build on current success). • Develop a whole-school tracker led by a senior leader for personal development. 	£4,790
Increase attendance and provide pastoral support.	Forensic attendance tracking to ensure PP pupils in line with non-PP.	<ul style="list-style-type: none"> - Tracker set up which is monitored on a weekly basis by senior leaders and PLs. - Swift action taken to address concerns with a defined staged approach to action. - Implement initiatives in both key stages to motivate pupils to achieve 	<p>Slight improvement in PP attendance in some year groups. This was impacted by the pandemic.</p> <p>High levels of engagement from pupils – very good response to</p>	<ul style="list-style-type: none"> • Review the attendance when the school re-opens to ensure that all PP pupils attend (where possible) and that good attendance is maintained. • Review the attendance policy as the COVID 19 pandemic develops and act as necessary to encourage school attendance. • Re-write the attendance letters and stages of action in 	£16,770

		<p>attendance targets such as rewards and assemblies.</p> <ul style="list-style-type: none"> - Early intervention to encourage parental engagement. - Close monitoring of PP pupils in terms of attendance and punctuality. - Early intervention and liaison with the EWO. - Since March, the PP pupils were targeted by senior leaders and school staff to monitor engagement with remote learning and encourage school attendance (where possible). 	<p>motivational incentives.</p>	<p>accordance with any amendments needed from the pandemic.</p>	
	<p>Ensure that unstructured times (breaks and lunches) have additional support available.</p>	<ul style="list-style-type: none"> - Targeted support explained to key pupils where necessary. - The Base open at breaks and lunchtimes to provide additional support. 	<p>Improved behaviour and social, emotional support throughout the school day which, in turn, leads to improved achievement.</p>	<ul style="list-style-type: none"> • Continue to provide this level of targeted support. 	<p>£3,760</p>
	<p>Celebrate successes and support learning through uniform and equipment provision.</p>	<ul style="list-style-type: none"> - Provide uniform support where necessary. - Provide prepared equipment sets where needed. 	<p>Self-esteem and confidence improved along with the attitude to learning figures.</p>	<ul style="list-style-type: none"> • Post-lockdown, track this carefully to ensure that pupils are prepared for learning and school life. • Introduce a new online behaviour tracking system which 	<p>£1,400</p>

		<ul style="list-style-type: none"> - Encourage independence and self-regulation/organisation. - Rewards and motivation used in assemblies. 		will increase engagement and support.	
Empower parents to be involved in school life and their child's learning.	Lead a SLT and Middle Leader focus group to support PP pupils and parents.	<ul style="list-style-type: none"> - 1:1 meetings with PP parents and senior staff. - Provide additional resources to support learning at home. - SLT/ML focus group to ensure a sharp focus on the achievement/ engagement of PP pupils. Fortnightly meetings and action review. 	<p>Strong focus on PP pupils from all school leaders. Actions taken regularly and the impact reviewed which meant that actions moved more swiftly.</p> <p>More parental engagement which led to increased attendance and allowed parents to feel confidence in contacting school and attending events.</p>	<ul style="list-style-type: none"> • Continue 1:1 parent meetings to review back to school and the year ahead. • Provide learning materials such as CGP resources for PP pupils. • Explore capacity for a continuation of the SLT/ ML focus group (allow for the first half term to settle back into the school routine where the focus will be on routines and expectations as well as early assessment). 	£9,980
Develop pupils' memory and retention through the implementation of whole school strategies.	Whole school focus on curriculum intent and implementation.	<ul style="list-style-type: none"> - Whole staff CPD to develop strategies. - Schemes of learning to develop assessment to encourage memory of key learning. - Quality of education reviews to assess pupils' memory and retention. 	<p>Staff implementing strategies in lessons across the curriculum.</p> <p>More regular assessment – little and often style – to promote memory and retention.</p>	<ul style="list-style-type: none"> • Continue the focus on this element. • Focus on metacognition across the CPD programme. • Build in more pupil panels to assess the quality of education review. 	£530 as above

Planned Expenditure 2020-21						
Objective: Strengthen the quality of teaching and learning						
Desired Outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How impact will be assessed.	Projected cost
Close tracking and monitoring of progress and subsequent terms.	<ol style="list-style-type: none"> Trackers to be set up with historic and current data to address gaps. Plan intervention plans to support PP pupils to address any gaps in learning. Data analysis at a forensic level to track progress against targets. 	<ul style="list-style-type: none"> Swift action and intervention can be taken to address gaps and concerns. 	<p>Overseen by LWA and other senior leaders.</p> <p>CLs to use data tracking and produce analysis reports.</p>	LWA	<ul style="list-style-type: none"> Half termly data assessments. Analysis reports produced and action taken. 	£15,470
Review Feb 2021						
Progress in maths and English for disadvantaged pupils in line with national average for other pupils	<ol style="list-style-type: none"> Standardised progress testing for English and maths to allow for subsequent intervention planning. Intervention plans and support to be constructed following the testing and shared with the wider staff team. 	<ul style="list-style-type: none"> Baseline testing allows for curriculum planning amendments to be made. Intervention planning based on accurate assessments. 	<ul style="list-style-type: none"> Regular assessment Data tracking QoE reviews 	LWA CLs	<ul style="list-style-type: none"> Data rounds Analysis Intervention tracking 	£4,200
Review Feb 2021						

<p>Focused Quality of Education Review</p>	<ol style="list-style-type: none"> 1. Quality of Education review termly with follow-up work/intervention from SLT and CLs. 2. Regular drop-ins to lessons to review impact. 3. A sharp focus on PP progress and consistency across the curriculum. 	<ul style="list-style-type: none"> • Quality of Education reviews provide support to teachers' development to ensure high-quality first teaching. 	<ul style="list-style-type: none"> • SLT will accompany CLs to model expectations. 	<p>LWA</p>	<ul style="list-style-type: none"> • Half termly CL reviews • Termly QoE reviews • Regular book reviews 	<p>£12,500</p>
<p>Ongoing professional development for staff.</p>	<ol style="list-style-type: none"> 1. Calendar of professional development for staff focused on the '10 Elements of Great Teaching'. 2. Targeted responsive CPD when actions identified. 	<ul style="list-style-type: none"> • Development of high-quality first teaching leads to accelerated progress. 	<ul style="list-style-type: none"> • High-quality, varied CPD calendar. 	<p>LWA</p>	<ul style="list-style-type: none"> • Review of CPD. • QoE reviews to see strategies in action. • CL feedback from their departments. 	<p>£2,390</p>
<p>Review Feb 2021</p>						
<p>Total Budget Cost</p>					<p>£34,560</p>	

Objective: Targeted support for disadvantaged pupils						
Desired Outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How impact will be assessed.	Projected cost
Improve attendance and punctuality of Pupil Premium pupils	<ul style="list-style-type: none"> • Close monitoring of attendance and punctuality of PP pupils. PLs and AHT to monitor closely. Those causing a concern will lead to early intervention from the Educational Welfare Officer. • Following procedure for communication with parents. • Fortnightly meetings between AHT and PLs to focus on PP poor attendance. • Ensure that work is caught up with persistent absentees by highlighting pupils to CLs and teachers. • Close monitoring or Education Other than at School (EOTAS) tuition, ensuring continuation of provision is backed up by medical evidence. 	<ul style="list-style-type: none"> • Closely monitoring attendance and punctuality of PP pupils applying early intervention and applying rewards will improve awareness of parents and pupils when attendance is falling. • The key to academic success is good attendance. 	<ul style="list-style-type: none"> • Fortnightly checks on attendance with SLT and PLs. • Regular monitoring meetings with key pastoral staff. • PP pupils' books will be monitored by CLS in SLT reviews. 	HCU KBA MST	<ul style="list-style-type: none"> • Impact will be shown through attendance figures at the end of every half term • Increased attendance and PA reduced 	£20,110

Review Feb 2021						
Increased targeted provision for PP pupils in reading.	<ol style="list-style-type: none"> Fresh Start reading intervention introduced with regular weekly sessions. A focus on the weakest 20% readers with renewed approach to reading tracking. Increased listening to readers to assess progress. Reading Plus intervention online and used in lessons in all year groups. 	<ul style="list-style-type: none"> Early reading support is vital to ensure that PP pupils catch-up any gaps. This opens up access to all curriculum subjects. 	<ul style="list-style-type: none"> Monitor the quality of intervention sessions. Data tracking Reading monitoring 	LWA CPR	<ul style="list-style-type: none"> QoE reviews Intervention review Pupils' work in English and reading across the curriculum. 	£2,060
Increased support in maths and English lessons.	<ol style="list-style-type: none"> Additional LSA support for group support. 	<ul style="list-style-type: none"> EEF guidance on LSA impact reviewed. 	<ul style="list-style-type: none"> Review the impact in line with the SEND team. 	LWA CPR FAD	<ul style="list-style-type: none"> Data reviews QoE reviews 	£7,240
Provide targeted academic support to all PP pupils.	<ol style="list-style-type: none"> Programme of intervention focused on reading, SPaG, arithmetic, problem solving. Pre-teaching for PP pupils to promote vocabulary acquisition. 	<ul style="list-style-type: none"> RAPID intervention approach adapted from mastery teaching strategies. Intervention has had significant impact in raising 	<ul style="list-style-type: none"> Liaise with intervention teacher on planning. Review the sessions and their impacts. 	LWA BTO FAD	<ul style="list-style-type: none"> Data analysis Impact tracking QoE reviews 	£21,910

	3. RAPID intervention sessions to provide same week support to ensure pupils bridge gaps.	achievement in previous years.				
Online intervention support for PP pupils.	1. Purchase licenses for Reading Plus, Maths Whizz online tutoring and spag.com.	<ul style="list-style-type: none"> Impact in previous years and improved engagement. 	<ul style="list-style-type: none"> Overseen by CLs and class teachers. 	CLs BTO	<ul style="list-style-type: none"> Data analysis Engagement analysis 	£1,380
Review Feb 2021						
Total Budget Cost						£52,700

Objective: Develop other approaches to raise the attainment and progress of Pupil Premium pupils						
Desired Outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How impact will be assessed.	Projected cost
Ensure focused leadership from SLT and MLs to increase impact on PP pupils' achievement and school experience.	<ol style="list-style-type: none"> 1. SLT and ML group to meet fortnightly to review the 'Action Plan' 2. Based on research, an action plan to improve achievement and experience will be written. 3. Timely meetings lead to increased actions. 4. Focused on academic achievement, mentoring, pastoral, attendance and school experience. 	<ul style="list-style-type: none"> • Impact had in previous years – timely action taken. • Ensures a focus on all aspects of provision from the school's leaders. 	<ul style="list-style-type: none"> • Overseen by SLT. • Impact reviews at regular intervals. 	SLT	<ul style="list-style-type: none"> • Data analysis • Engagement review • QoE review • Pupil panels 	£10,100
Improved behaviour and engagement with school.	<ol style="list-style-type: none"> 1. Engagement with targeted groups; senior leader to meet with Pastoral Leaders (PLs) fortnightly to review behaviour/attitude concerns within the 	<ul style="list-style-type: none"> • Early intervention for pupils with negative behaviour points to reduce the escalation of poor behaviour. • Early and sustained parental engagement to address barriers at home and school. 	<ul style="list-style-type: none"> • Timetabled meetings with highlighted pupils and SLT. • PLs acutely aware of behavioural issues – monitored through Class Charts behaviour logs; 	HCU KBA MST	<ul style="list-style-type: none"> • Pupils have improvements in behaviour with lower negative points • Attendance of parents is higher at parent nights 	See above cost for pastoral support £20,110

	<p>PP cohorts and plan intervention.</p> <ol style="list-style-type: none"> 2. Meetings with PP pupils by SLT to engage with and overcome barriers at home and school. 3. 1 to 1 and small group support from Pastoral Mentors. 4. PLs' early intervention with pupils who are escalated through the behaviour system. 5. All PP parents/carers personally invited in for parent evenings to increase engagement. 6. Engagement with external agencies and professionals when needed. 	<ul style="list-style-type: none"> • Focused tutor group will provide extra level of pastoral support. Problems can be picked up and addressed/signposted quicker. 	<p>reviewed fortnightly with senior leader.</p> <ul style="list-style-type: none"> • Attitude to Learning (AtL) scores from staff checked after every data round. • Parent attendance monitored at parent nights. • Registration group monitored by PLs. 		<ul style="list-style-type: none"> • AtL scores and behaviour incident logs will evidence impact. 	
<p>Review Feb 2021</p>						

<p>Raising aspirations and ambitions of Pupil Premium pupils</p> <p>Raising engagement in school life – extra-curricular tracking.</p>	<ol style="list-style-type: none"> 1. Careers programme including 1:1 interviews for advice for all PP pupils. 2. Close tracking of engagement in extra-curricular programme. 3. Tutors raising the profile of clubs and opportunities. 4. Support with tracking and bridging any gaps in engagement. 5. AAHT to oversee the personal development of pupils incl engagement. 	<ul style="list-style-type: none"> • Engagement in school life leads to greater success. • Cultural capital vitally important in raising aspirations and experiences. • Inspiring learners through opportunities. 	<ul style="list-style-type: none"> • AAHT to oversee the school’s provision. 	<p>PFM</p>	<ul style="list-style-type: none"> • Engagement tracking • Action to bridge any gaps • Personal Development plan tracking. 	<p>£5,180</p>
<p>Review Feb 2021</p>						
<p>Ensure transition is smooth for Pupil Premium pupils</p>	<ol style="list-style-type: none"> 1. Selected Year 8 PP pupils to work with mentors on transition days. 2. Y4 PP pupils to engage in additional visits. 3. All PP information from first schools shared with all staff; meetings held with senior leader and PLs. 4. Early intervention for attendance and known behaviour/attitude issues 	<ul style="list-style-type: none"> • Settling into school quickly will enhance pupil engagement and encourage a positive attitude to learning. • Early identification of barriers to learning will allow us as a school to enhance learning sooner. 	<ul style="list-style-type: none"> • Liaison with first schools to gain information • Meetings with pupils timetabled and planned. • Fortnightly meetings between senior leader and PLs. • Year 5 attendance data monitored closely; fortnightly meetings with senior leader. 	<p>LWA HCU PLs</p>	<ul style="list-style-type: none"> • Pupils to be quickly integrated into the school with recorded behaviour incidents low and positive attitude recorded in reports. • All pupils having the correct tools to access learning 	<p>£3,920</p>

	<ol style="list-style-type: none"> 5. Rounders afternoon for Y4 pupils. 6. Where necessary, early meetings with SLT to overcome barriers. 7. Greater engagement with feeder schools in the Hexham Partnership. 					
Provision of resources, uniform, equipment and success motivational rewards.	<ol style="list-style-type: none"> 1. Motivational rewards for PP pupils. 2. Uniform and equipment provided where necessary. 	<ul style="list-style-type: none"> • Organisation and engagement with learning if equipped. 	<ul style="list-style-type: none"> • PLs to monitor and engage with families. 	HCU PLs	<ul style="list-style-type: none"> • Equipment checks • Uniform checks • Form tutor audits 	£2,000
Raise engagement through outdoor learning opportunities.	<ol style="list-style-type: none"> 1. Continuing the Forest School provision. 2. Training two teachers as practitioners. 	<ul style="list-style-type: none"> • Found to raise academic achievement. • Raises engagement with learning. 	<ul style="list-style-type: none"> • PGA to review provision at regular intervals. 	PGA	<ul style="list-style-type: none"> • Drop-ins • Pupil feedback 	£1,180

Provide support at unstructured times and provide breakfast clubs to increase engagement.	<ol style="list-style-type: none"> 1. Base provision open and staffed at all unstructured times. 2. Breakfast club during SATS week. 3. Early morning support sessions. 	<ul style="list-style-type: none"> • Ensuring that all pupils have breakfast during key exam periods. • Base provision improves behaviour and engagement. 	<ul style="list-style-type: none"> • SENDCo review provision. 	KBA FAD	<ul style="list-style-type: none"> • Behaviour and pastoral reviews. 	<p>£1,590 (Breakfast and support)</p> <p>£3,770 (Base)</p>
Review Feb 2021						
Total Budget Cost						£27,740