

Penkridge Middle School Pupil Premium Strategy Statement – draft

1. Summary information					
School	Penkridge Middle School				
Academic Year	2018-19	Total PP budget	£77830	Date of most recent PP Review	07/16 by Achievement for All
Total number of pupils	460	Number of pupils eligible for PP	Y5:12 Y6:18 Y7:19 Y8:12	Date for next internal review of this strategy	September 2019 PVATreview

2. Current attainment – based on KS2 (Y6) results and Y8 results from Summer 2017			
<u>Y6 from KS1 (Y2): Please note pupils only start PMS at Y5.</u>	<i>PP</i>	<i>whole year grp</i>	<i>Pupils (national average)</i>
% achieving expected standard or above in reading, writing & maths	PP	% yr grp	6 %
Average progress in reading	-1.34	-3.5	0
Average progress in writing	-1.5	-2.9	0
Average progress in Maths	- 3.24	-2.5	0
<u>Y8 Attainment and progress from GL standardized tests (external).</u>			
% achieving the expected standard in Maths (based on GL tests)	87% PP	96% yr grp	77%
% achieving the expected standard in English (based on GL tests)	73%PP	86% yr grp	77%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Emotional difficulties, low self- esteem or low aspirations of pupils about themselves.	
B.	In y5 over 50% of PP are also on SEN register	
C.	Lower literacy and numeracy skills for some.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates of PP students	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	PP have high aspirations and high self- esteem through extra- curricular activities, responsibilities and aspiration targets and teaching by all staff. <i>Targets will be challenging. Registers of clubs will show attendance of PP children.</i> <i>PSHE/classtime/small group nature will help students raise their confidence and therefore achievement in school.</i>	Attendance at Clubs: e.g. Sweet Harmony, STEM. High Targets (FFT 20) for PP children. Evidence of confidence building work. Evidence on PASS test.
B.	Support in class or literacy/numeracy interventions show that students are making progress	PIRA/PUMA and GL tests indicate progress.
C.	As above.	

D.	Attendance rates of PP students improves.	Use of EDC (Every Day Counts) EWO across Collaboration of schools. <i>Cost to be added</i> Sims reports will show improvements.
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5. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<ul style="list-style-type: none"> i. Complete Curriculum review for KS2 moving to a more creative curriculum. Consultancy day from Tom Sherington Oct 2018. ii. Attendance of 3 XLT members to half termly Federation VL steering group since Summer 2016. – Ongoing, working towards Visible Learning Plus accreditation for the school from Osirus. iii. Introduction of Commando Joe to build Character Education – 2 training sessions for all teachers September 2018 					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<p>All students (including PP) are engaged in their learning and therefore make at least good progress.</p>	<p>Curriculum being rewritten to become more engaging. Themes running across a number of subjects with real outcomes where possible and active learning.</p>	<p>We feel that as Y6 SATS approach that students disengage with the pressure of the tests and teachers teaching too much to the tests.</p>	<p>Planning scrutinised by external experts. Learning walks, lesson observations, data scrutiny and student voice.</p>	<p>LM – Assistant Headteacher</p>	<p>5th October – with external Curriculum Consultant. £800 10th December- Ofsted trained inspector conducting a review day. Termly review of data.</p>
<p>Develop Collective Efficacy with planning of work.(Strand of Visible Learning).</p>	<p>Revised leadership of KS2 Core Subjects. Revised Schemes of Learning.</p>	<p>Evidence is based on research by John Hattie (VL). Progress shows that we need to change our approach to planning to improve consistency.</p>	<p>Planning scrutinised by external experts. Learning walks, lesson observations, data scrutiny and student voice. Leadership Team to observe subject meetings</p>	<p>NF LM,AG & RC</p>	<p>5th October – with external Curriculum Consultant. 10th December- Ofsted trained inspector conducting a review day. Termly review of</p>

<p>We should see better behaviour for learning throughout the school.</p> <p>We should have fewer behavioural incidents .</p> <p>Stronger relationships between staff and some of our harder to reach students.</p>	<p>‘Missions’ will be run by a variety of staff in a variety of subjects to build ‘Character skills’ into our curriculum.</p>	<p>Commando Joe have their own data to show the effectiveness of this approach.</p> <p>We feel that these missions will engage student, building skills such as trust, resilience, confidence etc.</p>	<p>Missions are being mapped into the curriculum at leadership level.</p> <p>We have employed a Sports and Recreation Assistant to support staff to run missions.</p>	<p>LM- Assistant Headteacher</p> <p>ZP- Sports & Recreation Assistant.</p>	<p>5th October – with external Curriculum Consultant.</p> <p>10th December- Ofsted trained inspector conducting a review day.</p> <p>Termly review of data.</p>
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Total budgeted cost	Tom Sherington £800 Sports Assistant salary (Part) Cost of external review - tbc Commando Joe £6000 GL(inc PASS) and Pira/puma -tbc Cover costs to
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iv. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Pre teaching and intervention through these Maths and Literacy Programmes will lead to improving attainment and Progress of Vulnerable students.	My Maths Spag.com Cracking Comprehension Pobble 365	Peer coaching with high ability Y8 students using Mymaths helped students last year.	Analysis of work completed.	NF- Headteacher. With SC, CA	Termly As above

PP with learning difficulties or SEN needs make expected or better progress.	Evidence based morning interventions.	Recommended by LA SEND adviser.	SENDCO is responsible to ensure that these interventions run effectively.	CS- SENDCo	
Improved attendance levels.	EDC – attendance officer employed across The MAT	Track record of the company. PP attendance needs to improve.		Rw – deputy headteacher	
Total budgeted cost					Costs of Programmes Attendance officer
v. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Better communication and engagement of parents.</p>	<ul style="list-style-type: none"> • Facebook • Twitter • Weekly electronic newsletter • Dojo • Reading, Careers, SEND & Writing Café • Internet Safety talks • SATS evening for parents 	<p>Raising parental engagement through social media was recommended on our PP Review.</p>	<p>Numbers of followers and attenders to events monitored.</p>	<p>MS – media manager</p> <p>NF- Headteacher</p> <p>RC – XLT</p> <p>LM - XLT</p>	<p>After key events and end of the year.</p>
<p>Students data and progress regularly reviewed</p>	<p>Subject progress meetings.</p> <p>Staff personal analysis of their progress data.</p>	<p>Recommended from both SEN and PP audit.</p>	<p>Leadership team will review effectiveness of meetings.</p>	<p>Head Teacher and SENDCO</p>	<p>Calendared full staff/subject meetings.</p>

PP pupil's complete homework on time and to a high standard.	Homework club at lunchtimes		Monitoring of how many pp children attend homework club.	JB and HW.	Termly – attendance of homework club. (Ran by Learning Support Staff).
Total budgeted cost					
In Year Impact & Governor Scrutiny					
<p>XLT will conduct Visible Learning Matrix to consider impact.</p> <p>GL PASS test will be use at least bi-annually.</p>					
<p>The SATs and PIRA/PUMA and GL data for all years is scrutinised termly by Federation governors at our Standards & Performance meetings</p> <p>External scrutiny in October and December will help us to form effective next steps.</p>					
<p>Outcomes of all PP children will scrutinised by Senior and Middle Leaders after Mock SATs in December to decide who needed further interventions. Results of the February mock SATS will be reported to MAT Governors. Data and recommendations will be scrutinised by the MAT Standards & Performance Committee in the Spring term.</p>					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
KS2 Maths results overall and for PP students are better than national.	White Rose Training from County Adviser Training on Maths Equipment from an Outstanding Teaching Primary School.	There was an increase of reasoning in students work and White Rose was implemented. Equipment was not successfully used by all staff	We will still use County training but not training from the other school as it was not tailored enough to our age group.	Cost of CG & other school training. Approx £800
Writing across the curriculum	County adviser working with Head of KS2 English Lead. Whole School approach.	There were improvements in quality of writing across the curriculum. PP progress was better than overall. Progress still needs to improve in terms of outcomes.	We will continue to work on this as part of our new curriculum.	Supply costs to release staff. £800

Visible Learning implemented through school.	Appraisal & SIP targets around: 'Effective Feedback' & 'Know thy impact'. Student Voice about VL developed through filming and School	There has been an improvement in effective feedback across the school. Foundation subjects have been improved in terms of consistency.	Outcomes in Maths and English at KS2 show that we need to focus more on Maths and English.	Release times for training and planning.	
ii. Other approaches					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Pre teaching and intervention through these Maths Programmes will	Third Space	This year third space did not have the impact that it had in previous years.	We are not using Third Space this year but focussing on quality first teaching and interventions using Mymaths.	£4000	
PP with learning difficulties or SEN needs make expected or better progress.	Evidence based morning interventions.	Recommended by LA SEND adviser.	SENDCO is responsible to ensure that these interventions run effectively.		

English Specialist teacher running interventions Spring Term.	In class and extra booster interventions.	Careful tracking helped us focus on key students effectively.			
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7. Additional detail:

Maths teachers received a number of updates from LA Maths adviser including White Rose, Reasoning and effective use of equipment.

Some families requested assistance with buying uniform which we do in exceptional cases.

Extra curricular trips and music lessons subsidised for FSM children.

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