

# Penkridge Middle School Pupil Premium Strategy Statement

1. Summary information					
School	Penkridge Middle School				
Academic Year	2017-18	Total PP budget	£72,783	Date of most recent PP Review	07/16 by <b>Achievement for All</b>
Total number of pupils	458	Number of pupils eligible for PP	Y5:17 Y6:12 Y7:15 Y8:15	Date for next internal review of this strategy	17/18 internal following SATS and GL assessments.

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	<b>50% PP</b>	<b>58% yr grp</b>	61 %
Average progress in reading	<b>-5.8</b>	<b>-2.8 yr grp</b>	0
Average progress in writing	<b>+0.8</b>	<b>-0.9 yr grp</b>	0
Average progress in Maths	<b>- 3.6</b>	<b>-3 yr grp</b>	0
<u>Y8 Attainment and progress from GL standardized tests (external).</u>			
% achieving the expected standard in Maths (based on GL tests)	<b>86% PP</b>	<b>89% yr grp</b>	77%
% achieving the expected standard in English (based on GL tests)	<b>73%PP</b>	<b>85% yr grp</b>	77%

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Lack of support/capacity from home in terms of reading and completion of homework and engagement with school. Alternatively, parents have several jobs/ busy jobs and are time poor.	
<b>B.</b>	Emotional difficulties, low self- esteem or low aspirations of pupils about themselves. Low expectations of some staff.	
<b>C.</b>	Many PP are SEN or previous low attainers and have gaps in their Maths and Literacy skills.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of engagement of parents in terms of attending parent's evenings or encouraging at home reading and completion of homework.	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	All PP pupils from different prior learning points making at least good progress through consistent expert teaching; providing stretch and challenge for the most-able disadvantaged and differentiation that effectively scaffolds the work for the less able and special needs pupils, whilst still exposing them to ARE related work. <i>Lesson observations, learning walks, student voice, book trawls and GL&amp; Rising Stars assessment. Third Space Individual Student Reports</i>	Half termly tests and VL assessments
<b>B.</b>	PP have high aspirations and high self- esteem through extra- curricular activities, responsibilities and aspiration targets and teaching by all staff. Staff start to develop the Visible Learning Mind Frames. <i>Targets will be challenging. Registers of clubs will show attendance of PP children.</i>	Attendance at Clubs: e.g. Sweet Harmony, STEM. High Targets (FFT 20) for PP children.
<b>C.</b>	All PP children completing homework and regularly reading which should lead to raised standards of attainment and progress. <i>'Rising Star,AQA, White Rose and GL assessments will be used to measure progress.</i>	Reduced detentions for PP children for homework. Attendance of PP pupils at homework club. PP using Reading Scheme. GL NGR shows raised

<b>D.</b>	Parents are more engaged with school and attend events regularly and communicate with teachers.	Attendance at new reading café, Parents' Evenings and SATS evening.  Following us on Facebook & Twitter. Communicating on Dojo.
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<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-18</b>				
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					
<b>i. Quality of teaching for all: HT attended 1 day Osiris training by John Hattie in November 17. - Completed</b> <b>ii. Attendance of 2 XLT members to half termly Federation VL steering group since Summer 2016. - Ongoing</b> <b>iii. Visit to Outstanding Primary School by HT and Head of Maths and subsequent training for the Maths team. - Completed</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

<p>KS2 Maths results overall and for PP students are better than national.</p>	<p>White Rose Training from County Adviser</p> <p>Training on Maths Equipment from an Outstanding Teaching Primary School.</p>	<p>White Rose scheme of learning will address our Ofsted target of improving our Reasoning Skills.</p> <p>Reasoning will improve if we teach all staff to teach using equipment as a first step.</p>	<ul style="list-style-type: none"> <li>• Through appraisal</li> <li>• Lesson observations, learning walks and book looks (including across school within Federation and Collaboration).</li> <li>• Assessments and gap analysis.</li> </ul>	<p>Headteacher and Head of Maths</p>	<p>Half termly.</p>
<p>Writing across the curriculum</p>	<p>County adviser working with Head of KS2 English Lead.</p> <p>Whole School approach.</p>		<p>Termly, through moderation of books at staff meetings.</p> <p>Book Moderation and learning walks across Federation termly.</p>	<p>Head of English.</p>	<p>Termly.</p>

<p>Visible Learning implemented through school.</p>	<p>Appraisal &amp; SIP targets around: 'Effective Feedback' &amp; 'Know thy impact'.  Student Voice about VL developed through filming and School Council</p>	<p>Evidenced based by John Hattie.</p>	<p>Through Federation learning walks and joint moderation.</p>	<p>RC &amp; LM.</p>	<p>Half termly at XLT.  Across Federation: through weekly Fed Head Meetings.</p>
<p><b>Total budgeted cost</b></p>					<p>LA Consultant: Supply and training for visit and training from Hempstals School. Cost of Osiris day:</p>

**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 Programmes will lead to improving attainment and Progress of Vulnerable students.	Third Space  My Maths	Attainment in PP Maths previously.  Peer coaching with high ability Y8 students using Mymaths helped students last year.	Individual progress reports show weekly new learning.  Analysis of work completed.	JW – Head of Maths  NF- Headteacher.	Half termly and for each 'Mock SAT' x3  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.		
English Specialist teacher running interventions Spring Term.  Clubs	In class and extra booster interventions.  Focusing on key literacy skills.		Head of English.	S.B.	

					<b>Total budgeted cost</b>	£9000 Third space £3000 Pobble FFT training and
<b>v. Other approaches</b>						
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?	
Better communication and engagement of parents.	<ul style="list-style-type: none"> <li>• Facebook</li> <li>• Twitter</li> <li>• Weekly electronic newsletter</li> <li>• Dojo</li> <li>• Reading Café</li> <li>• Internet Safety</li> </ul>	Raising parental engagement through social media was recommended on our PP Review.	Numbers of followers and attenders to events monitored.	MS – media manager  NF-Headteacher  RC – XLT  LM - XLT	After key events and end of the year.	
Students data and progress regularly reviewed	<p>Progress meetings.</p> <p>Staff personal analysis of their progress data.</p>	Recommended from both SEN and PP audit.	<p>Leadership team will review effectiveness of meetings.</p> <p>Principal of federation to observe a meeting and evaluate its effectiveness.</p>	Head Teacher and SENDCO	Half termly and after each meeting.	

PP pupil's complete homework on time and to a high standard.	<b>Homework club pre -school and at lunchtimes</b>		Monitoring of how many pp children attend homework club.	JB and HW.	Termly – attendance of homework club. Detention records.
<b>Total budgeted cost</b>					£18000
<b>In Year Impact &amp; Governor Scrutiny</b>					
Evidence from extensive student survey via a 'diary room' and learning walks in October/ November show progress in Visible Learning and enabled us to decide our next steps in developing VL including staff meetings, assemblies and involvement of the school council.					
Individual progress reports from Third Space continue to show a positive impact of this intervention at the end of each term. The use of funding for this as a whole year intervention was agreed at our Individual School Committee.  The SATs and GL data for all years is scrutinised termly by Federation governors at our Standards & Performance meetings					
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 Federation Governors. Data and recommendations will be scrutinised by the Federation's/ MAT Standards & Performance Committee in the Spring term.					



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
Teachers ' <b>know thy impact</b> ' for each class and use assessment information to inform their teaching.	VL plus training for all teachers.	Positive Ofsted Judgement and internal monitoring confirm that T, L and Assessment was overall graded good. Question level analysis following assessments is embedded into Maths and English lessons. Rubrics have been developed in foundation subjects.	We feel that this was a very positive step for the school.  We will continue to develop our VL approach as it is evidence based.	GL CDS assessment package.
Teachers train pupils to become ' <b>assessment capable</b> '.	Use of 'Think, pair, share'. Use of successful <b>Learning Intentions &amp; success criteria</b> .	Student Voice filmed in Oct 17 showed huge improvement from that taken in Sept 16. Almost all students articulating the use of LI and SC now. In September 16 students talked solely about Behaviour for Learning rather than actual learning.	Too much time taken in lessons talking about the 'Learning Pit'. VL is now being made more subtle and more focused now on deliberate practice and effective feedback.	Hattie training:

All staff are fully aware of PP pupils and what our actions will be to overcome barriers to learning.	<b>Half termly progress meetings</b> discussing individual pupils. <b>Twice weekly briefing time</b> for teacher and TA's to joint plan.		Different meeting styles trialled to ensure focus is on academic achievement rather than behaviour.  Timetable of briefings to ensure part-time staff can attend.	GL costs
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

PP pupils make rapid progress in Maths and perform at least in line with national averages	<p><b>'Third Space'</b> on-line one2one tuition for a term.</p> <p><b>MyMaths</b> used in intervention lessons.</p>	<p>Our attainment for PP students was higher for Maths than for Reading and GPS and the gap had narrowed.</p> <p>Our attainment in Maths increased by 9% from last year.</p>	We felt that the Third Space was a very successful intervention but the most important factor now was to focus on quality first teaching of Maths.	
More pupils gain expected standard or higher standard/greater depth in Reading, Writing and Grammar.	Use of <b>Pobble 365 and pobble workshops</b>	Our writing results at KS2 did were above national overall and PP performed well.	Although we were pleased with the effect of pobble we feel that we can obtain the same quality of writing workshops this year 'in house'. Supply costs will allow release time for our staff to do this.	£1208
Specific interventions run in registration times from staff trained in FFT Reading and Writing and 'Write	<p><b>FFT reading and writing programme.</b></p> <p><b>'Write away together' programme</b></p>			
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

To ensure PP students have access to revision materials.	Purchase of KS2 revision bundles of books for our Y6 PP children.	Books purchased for Y6 PP children.	Useful resource.	
To ensure music lessons are available to all interested pupils.	Subsidise peripatetic music lessons		We will continue to do this as we feel that is important that any pupils that wish to play an instrument have that opportunity.	
Support families with costs of trips and residential.	Subsidised trips and residential.	PP children accessed trips and residential.	Timings of trips reviewed to try to have a more positive impact on learning by residential being much earlier in the year.	£235

### 7. Additional detail:

Maths teachers received a number of updates from LA Maths adviser/ Teaching School Maths Lead including White Rose, Reasoning and effective use of numicon.

This academic year the Head Teacher attended training on FFT Aspire and ASP to inform the School Self Evaluation process and Target Setting. Completed: All Y6 have 'Golden Targets' based on FFT 20. Y8 to be set GCSE targets based on FFT 5.

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

