

Penkrige Middle School Pupil premium strategy statement – DRAFT

(Pending some individual progress data and completion of our KS3 progress meeting)

1. Summary information					
School	Penkrige Middle School				
Academic Year	2016-17	Total PP budget	£63,400	Date of most recent PP Review	07/16 by Achievement for All
Total number of pupils	419	Number of pupils eligible for PP	Y5:17 Y6:12 Y7:16 Y8:14	Date for next internal review of this strategy	07/17 (By Federation Lead). Interim review 01/17

2. Current attainment – based on KS2 results from Summer 2016.			
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils (national average)</i>
% achieving expected standard or above in reading, writing & maths	25% PP	54% yr grp	53
Average progress in reading	-4.28	-2.2 yr grp	0
Average progress in writing	-2.95	-1.6 yr grp	0
Average progress in maths	-3.93	-3 yr grp	0

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.	Lack of support/capacity from home in terms of reading and completion of homework. This may be due to learning difficulties of parents or parents with mental health issues. Alternatively, parents have several jobs and are time poor.

B.	Emotional difficulties, low self- esteem or low aspirations of pupils about themselves. Low expectations of some staff.	
C.	Many PP are SEN or previous low attainers and have gaps in their Maths and Literacy skills.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower attendance rates of PP and prior lower attaining pupils. Lack of engagement with parents in terms of parent's evenings etc.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	All PP children completing homework and regularly reading which should led to raised standards of attainment and progress. 'Pobble 365' being used across school to help improve reading comprehension, writing and GPS techniques. Children can access this independently. Introduction and implementation of a Reading Scheme at KS2. <i>Rising Star 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 standards.
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, Eagle. High Targets by all staff for PP children.
C.	All PP pupils from different prior learning points making at least good progress through 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, book trawls and GL& Rising Stars assessment.</i>	Half termly tests and VL assessments
D.	Attendance rates increased for PP pupils. A maths 'fix it' weekly will pick up children that have missed work due to absence.	Increased attendance of individual PP pupils but also as a group in school. Fix it will address misconceptions due to absence.

5. Planned expenditure					
Academic year		2016-2017			
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					
i. Quality of teaching for all: three days Visible Learning Training from Osiris in order to become a Visible Learning School. First one in September 2016.					
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?
Teachers ' know thy impact ' for each class and use assessment information to inform their teaching.	VL training. Use of pre and post tests for topics or 'cold'/'hot' pieces of work that indicate progress and gaps in learning. Continue to use GL and Rising Stars assessments	Evidence based by John Hattie's Visible Learning	It is an appraisal target for all. It is a main section on the School Improvement Plan . It will be a key focus in lesson observations and book monitoring.	NF	Ongoing: termly with data drops and through ongoing monitoring of subjects. 14 th October and 11 th January with trainer Craig Parkinson

Teachers train pupils to become 'assessment capable'.	Use of 'Think, pair, share'. Use of successful Learning Intentions and success criteria.	Evidence based by John Hattie's Visible Learning	It is an appraisal target for all. It is a main section on the SIP . It will be a key focus in lesson observations and book monitoring.	NF	Ongoing: through pupil voice, work scrutiny and lesson observations. 14 th October and 11 th January with trainer Craig Parkinson
Interventions led by main subject teacher where possible.	Intervention teacher has now got her own groups. This has led to smaller sets and more capacity to release other staff to intervene with their own groups.	Subject teacher has a clear picture of the child's gaps in learning so can intervene more effectively.	We will review half termly the effectiveness of the timetabled curriculum to best meet the needs of the children.	XLT	Half Termly at XLT meetings.
Total budgeted cost				VL training costs: £6000 Staffing costs:	

ii. 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 implementation?
PP pupils make rapid progress in Maths and perform at least in line with national averages.	<p>'Third Space' on-line one2one tuition for a term.</p> <p>MyMaths used in intervention lessons.</p>	<p>Success at other schools from use of the programme.</p> <p>MyMaths helps teachers to set individualised work that gives pupils instant feedback and helps teachers to 'know thy impact' and therefore inform their teaching. Evidence by John Hattie</p>	<p>Individual reports will indicate effectiveness of the lessons set. Improved grades for half termly termly assessments.</p> <p>Y6: Autumn Term Y5: Spring Term Y7: Summer Term</p>	JW	Weekly through individual pupil reports and half termly.
More pupils gain expected standard or higher standard/greater depth in Reading, Writing and Grammar.	Use of Pobble 365 and pobble workshops	Pobble workshops on analysing other children's writing promotes Visible Learning target that pupils become 'assessment capable' learners. Evidence by John Hattie.			

Specific interventions run in registration times from staff trained in FFT Reading and Writing and 'Write away together'.	FFT reading and writing programme. 'Write away together' programme	Recommended by LA SEND adviser.			
Total budgeted cost					£9000 Third space £3000 Pobble FFT training and staffing
iii. 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?
Confidence, resilience and social skills	Subsidy of cost of Y6 residential. Subsidy of other curriculum trips.	The trip has been moved to start of Y6 to meet desired outcome. Many PP would not attend due to costs.	Ensure that we get as many PP children to attend trip through engagement of parents.	KS2 Leader and Finance officer	Termly- pastoral data.

All staff are fully aware of PP pupils and what our actions will be to overcome barriers to learning.	Half termly progress meetings discussing individual pupils. Twice weekly briefing time for teacher and TA's to joint plan.	Recommended from both SEN and PP audit.	Leadership team will review effectiveness of meetings. Principal of federation to observe a meeting and evaluate its effectiveness.	Head Teacher and SENDCO	Half termly and after each meeting.
PP pupil's complete homework on time and to a high standard.	Homework club pre -school and at lunchtimes		Monitoring of how many pp children attend homework club.	JB and HW.	Termly – attendance of homework club. Detention records.
Total budgeted cost					

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

To improve Quality First Teaching	Jim Smith – the lazy teacher		Lesson observations show that it had a positive effect on quality first teaching.	JS cost
Whole school focus on Writing	Staff training from English Lead.	KS 2 Writing outcomes overall were above national averages and progress was much improved from previous year. GL Y8 English data showed very good progress.	We need to focus on pupils that should be working at the 'higher level', especially disadvantaged high achievers.	GL and rising stars
Whole school focus on Reading	Use of class time & DEAR	GL NGR shows clear progress of children in all years.	The whole year group improved in Reading but progress of the PP children was not as good. Low attaining readers will now receive FFT Reading intervention.	GL costs
To introduce Visible Learning to XLT	VL books purchased	XLT staff have a clear idea of VL prior to whole staff training.	All XLT are committed to the Visible Learning and are already embracing it in their subjects.	£360
To raise standard in Maths at KS2	Maths Workshop	Children were engaged on the day.	Quality of workshop not as good as expected. Not as much long term impact as hoped. Not to	
ii. Targeted support				
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

To close the attainment gaps for PP pupils	Small group interventions by an intervention teacher and other teaching staff and TA's.		Group sizes sometimes too big to be as effective as possible. Intervention teacher not as aware of weaknesses as actual teacher. TA's did a lot of nurture and supportive work that didn't always improve academic standards. Third Space is being used as an alternative in Maths and release of main English teacher to complete added intervention as well as FFT Reading & Writing and 'Write away together' to be done in registration time 'interventions' by SEN team in a more formal way.	£44760 TA's
To scaffold work for less able pupils.	Learning Resources for Less Able and resources for Effective	Numicon: Anatomy apron Dictionaries	Some staff used resources frequently. Ensure all staff use resources through monitoring.	£1208
To raise standards in Writing by focussing on reluctant writers and low ability	Training staff on FFT 'Write away together' training package.	Ideas used by staff from the day.	Introduced informally so less impact. 2016/17 will use intervention more formally during class times.	
iii. 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

To review spending of PP funding	Achievement for All review	A lot of the recommendations will also benefit other pupils, especially the less able and most able.	Useful to have external audit and it gave us clear recommendations to implement. Helped the Headteacher clarify the idea of effective progress meetings.	£2000
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:

We also received whole school staff training on 'Stretch & Challenge' from Wendy Precious from Entrust which in addition to the Jim Smith training improved the quality of lessons that we observed to give pupils more choice and more challenge within their learning.

Maths teachers received a number of updates from LA Maths adviser including Mastery Maths, Reasoning and effective use of numicon.

This academic year the Head Teacher is having training on using FFT Aspire to inform the School Self Evaluation process and Target Setting.

The Head Teacher and SENDCo are working with a LA SEND adviser to further improve our SEND provision, which was requested by school.

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



