

Bellingham Middle School pupil premium strategy statement (2017-18)

1. Summary information

School	Bellingham Middle School				
Academic Year	2017-18	Total PP budget	£27,680	Date of most recent PP Review	April '16
Total number of pupils	109	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Jan '18

2. Current attainment

	<i>Pupils eligible for PP: KS2 SATs = 3 pp pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% year 6 achieving ARE or above in reading, writing & maths	33%	61% (national)
average progress in reading (or equivalent)	-1.09	-0.22 (our school)
average progress in writing (or equivalent)	0.94	2.25 (our school)
average progress in maths (or equivalent)	-3.23	-3.00 (our school)

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Reading attainment for the group below ARE in years 5*, 6 and 7. We need to build these skills as reading is essential for English and across the whole curriculum. (*GL assessment baseline average scaled score is 93 vs national average of 100 for end of year 4 tests).
B.	Maths attainment for the group is below ARE in years 5,6 and 7. Again, numeracy is essential to access maths curriculum and to apply skills across the curriculum.
C.	Need to build more effective study skills / confidence to enable pp pupils to make stronger progress in their lessons.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Limited home support for homework
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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	PP pupils in years 5, 6 & 7 are able to 'catch up' and work closer to or at ARE in reading (where they have not attained ARE they have made accelerated progress so that they will eventually catch up)	100% PP pupils make at least expected and, where they are below ARE, accelerated progress in reading.
B.	PP pupils in years 5, 6 & 7 are able to 'catch up' and work closer to or at ARE in maths (where they have not attained ARE they have made accelerated progress so that they will eventually catch up)	100% PP pupils make at least expected and, where they are below ARE, accelerated progress in maths.
C.	PP pupils observed demonstrating active learning techniques and effective study skills (5Rs for example) which lead to accelerated progress in a range of subjects (including English and maths).	100% of PP pupils take active part in their own learning leading to better than expected progress in reading, maths as well as in at least two other subjects.
D.	PP pupils are able to complete homework in line with their teacher's expectations.	Homework survey indicates that at least 95% of PP pupils complete homework in line with teacher expectations.

5. Planned expenditure

Academic year

2017-18

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

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>(A) PP pupils are able to 'catch up' and work closer to or at ARE in reading and maths (where they have not attained ARE they have made accelerated progress so that they will eventually catch up)</p> <p>(B) PP pupils observed demonstrating effective study skills (5Rs) leading to accelerated progress.</p>	<p>Staff CPD on teaching English / literacy from subject specialists.</p> <p>Staff CPD on supporting numeracy across the curriculum from subject specialists.</p> <p>Staff CPD on study skills and 5Rs.</p> <p>Targeted social and emotional learning (SEL) in skills lessons and as whole school ethos.</p> <p>Thrive training for key staff to enable targeted support and strategies for pupils to enable them to make the most of their lessons.</p>	<p>Pupils need time to apply their literacy and numeracy skills to ensure that they are properly embedded and fully understood.</p> <p>Staff need to be aware of the right level of skills and to be confident in teaching those skills themselves to facilitate work across the curriculum.</p> <p>All staff need to reinforce and contribute to embed 5Rs approach. Develop key language and strategies to make study skills explicit to pupils and enable them to maximise the benefit of their learning time.</p> <p>EEF: SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p>	<p>Monitoring and support from English lead and maths leads (subject specialists).</p> <p>Designated directed time for staff training on literacy and numeracy across the curriculum.</p> <p>Use of time during INSET days for whole staff training on active learning.</p> <p>Support for skills & PHSE teams in delivering SEL, assemblies and activities (including outdoor adventure activities for example) to reinforce whole school approach.</p>	<p>English lead / maths lead / Head</p>	<p>Monitoring weeks: Autumn 2, Spring 2 and end of year.</p> <p>Half termly steering.</p>
Total budgeted cost					£4,000

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?
<p>(A) PP pupils are able to 'catch up' and work closer to or at ARE in reading and maths (where they have not attained ARE they have made accelerated progress so that they will eventually catch up)</p> <p>(C) PP observed demonstrating active learning techniques.</p>	<p>Success @ arithmetic small group sessions</p> <p>First Class @ Number small group / individual sessions</p> <p>Fresh Start (Read Write Inc) small group sessions</p> <p>Third Space learning maths intervention</p> <p>Rapid Readers intervention</p> <p>Accelerated reader programme embedded and supported by key staff (to quiz and to follow up on the AR data with individuals 1:1)</p>	<p>EEF: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Some research has indicated that tuition in groups of two or three has been equally or even more effective compared to one to one.</p> <p>EEF: Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds make the biggest gains.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Interventions scheduled in addition to usual maths and English lessons.</p> <p>Impact overseen by maths and English leads.</p> <p>Engagement with parents and pupils before intervention to ensure support and address any concerns or questions.</p> <p>Peer maths overseen and resourced by maths lead.</p>	<p>Head</p> <p>English lead and maths leads.</p> <p>AV – AR support.</p>	<p>December 2017 and then half termly.</p>
Total budgeted cost					£21,500

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?
(D) PP pupils are able to complete homework in line with their teacher's expectations.	<p>Homework club available every lunchtime (with access to computers).</p> <p>'Wake Up Club' three mornings a week before school enables children to do homework.</p> <p>DA passport identify pupils who are struggling to do homework at home and why (lack of space, equipment) and where is it lack of equipment make provision to supply necessary equipment.</p> <p>Advice and support for parents on how to help their child with homework. Homework timetables shared with parents to enable them to support pupil deadlines.</p>	<p>Pupils are supported by TAs at the club and access to computers avoids difficulties with accessing the internet at home etc. This ran in previous years and was particularly useful with online maths homework from the Pearsons website.</p> <p>Wake Up Club is supported by TAs who are able to assist with homework questions.</p> <p>Requests from parents and feedback from them indicates that given the demands of the new curriculum and unfamiliar terminology or methods it has been useful last year to run meetings explaining these things and sending home support packs / putting them on the website.</p>	<p>The club is run by a TA who is able to assist with homework questions. It runs regularly and has increased from 3x week to 5x week as it is a good way of helping pupils complete homework. Pupils are able to fit in homework before deadlines or meet extension deadlines.</p> <p>Support materials produced by maths lead / English lead and reviewed by Acting Head.</p>	Head	Early spring term 2018
Total budgeted cost					£,2,180