**Bellingham Middle School Pupil Premium Strategy Statement 2018-19**

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| 1. **Summary information for 2018-2019** | | | | | | | | | | |
| **Total number of pupils** | 94 | | **Number of pupils eligible for pupil premium funding: 22** | | | 23% of total on roll FSM & Ever 6= 23%  Service children= 0% Pupil Premium Plus = 2%  9% of PP children are also SEN | | | | |
| **Number of pupil premium children in each year group:** Yr 5= 5 Yr 6= 5 Yr7= 4 Yr8= 7  **Total PP budget**  **Date of most recent PP Review** | | | | | | | | | | |
| **Total pupil premium budget:** | | **£25,923** | | **Amount per pupil:** Years 5 & Year 6 =£1,320 Years 7 & 8 = £935 Armed forces =£300 Pupil Premium Plus children = £2,300 13 of the 17 Year 6 PP learners are on the SEND register. | | | | | | |
| **Date of external pupil premium review:** | | | | **Dates of internal half termly reviews:** December 2018, April 2019 and July 2019. Green = School above the national attainment figures for other pupils (not PP) **Red** = Below | | | | | | |
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| 1. **Key indicators summer 2018: End of Key Stage 2 (Year 6) attainment, progress KS1 to KS2 and attendance data** 27 in cohort 7 PP 20 non-PP Attainment gap   (NAO = national average other, i.e. not PP) Not PP PP In school gap NAO 2018 compared to NAO | | | | | | | | | | |
| **% reaching expected standard in reading, writing and maths % reaching a high score/working at greater depth in RWM NA 2018=64% NA=10%** | | | | | 75%  5% | | 14%  0% | -61%  -5% | 70% 12% | **-56%**  **-12%** |
| **% reaching expected standard in reading NA 2018=75% % reaching a high score/working at GD in reading NA=28% Progress scores NA = 0.00**  **Progress scores** | | | | | 95%  25%  +1.02 | | 14%  0%  -3.16 | -81%  -25%  -4.18 | 80% 33% +0.31 | **-66%**  **-33%**  **-3.47** |
| **% reaching expected standard in writing NA 2018=78% % reaching a high score/working at GD in writing NA=20% Progress scores NA=0.00** | | | | | 95%  20%  +1.03 | | 29%  0%  -5.55 | -47%  -20%  -6.58 | 83% 24% +0.24 | **-54%**  **-24%**  **-5.79** |
| **% reaching expected standard in maths NA 2018=76% % reaching a high score/working at GD in maths NA=24% Progress scores NA =0.00**  **Progress scores** | | | | | 75%  5%  -2.93 | | 29%  0%  -6.30 | -46%  -5%  -3.37 | 81% 28% +0.31 | **-52%**  **-28%**  **-3.68** |
| **% reaching expected standard in grammar, punctuation & spelling (GPS) NA 2018=78% % reaching a high score/working at greater depth in GPS NA=34%** | | | | | 90%  20% | | 29%  0% | -61%  -20% | 82% 39% | **-53%**  **-39%** |
| **Absence % Years 5 to 8 The national figures shown are for pupils not eligible for Free School Meals as the 2018 not disadvantaged figures have not been published.** | | | | | 5.2% | | 8.56% | -3.36 | **4.8% (Non FSM)** | **-3.76** |
| **Persistently absent % Year 5 to 8 (Pupils with an attendance rate of 90% or below) The national figures shown are for pupils not eligible for Free School Meals as the 2018 not disadvantaged figures have not been published.** | | | | | 12% | | 32% | -20 | **11.1% (Non FSM)** | **20.9%** |

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| **3. 2018-2019 Current Year 6 Pupil Premium Pupils** For Years 5,7 & 8 please see separate analysis. Green highlighting = Prediction on or above target | **Dec 2018 Target** | **Dec 2018 Actual** | **March 2019 Target** | **March 2019 Actual** | **Summer 2019 Target** | **Summer 2019 Actual** |
| **% developing or greater in reading %reaching expected standard in reading % reaching a high score/working at greater depth in reading** | 80%  20%  20% | 80%  20%  0% | 80%  40%  20% | 80%  60%  20% | 100%  76%  20% |  |
| **% developing or greater in writing % reaching expected standard in writing % reaching a high score/working at greater depth in writing** | 80%  20%  20% | 80%  20%  0% | 80%  40%  20% | 80%  40%  20% | 100%  78%  20% |  |
| **% developing or greater in maths % reaching expected standard in maths % reaching a high score/working at greater depth in maths** | 80%  20%  20% | 60%  0%  0% | 80%  40%  20% | 80%  40%  0% | 100%  73%  20% |  |
| **Absence % of PP learners in Years 5-8** | **4.8%** | **3.33%** | **4.8%** | **6.11%** | **4.8%** |  |
| **Persistent absence % of PP learners in Years 5-8 (90% or below)** | **11.1%** |  | **11.1%** | **2%** | **11.1%** |  |

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| **End of Y8 attainment, progress and attendance data: 21 in cohort, 6 PP, 15 non-PP** | | | | | |
|  | *Pupils eligible for PPF* | *Pupils not eligible for PPF* | *In school gap* | *Pupils not eligible for PPF*  *(National Average 2018)* | *Attainment gap when compared to national others* |
| **% reaching expected standard in reading (as measured in the school)**  **% reaching a high score/working at greater depth in reading (as measured in the school)**  **% making expected progress in reading (as measured in the school)** | 66%  16% | 80%  40% | -14%  -24% | No National Data  No National Data  No National Data | N/A  N/A  N/A |
| **% reaching expected standard in writing (as measured in the school)**  **% reaching a high score/working at greater depth in writing (as measured in the school)**  **% making expected progress in writing (as measured in the school)** | 66%  0% | 86%  26% | -20%  -26% | No National Data  No National Data  No National Data | N/A  N/A  N/A |
| **% reaching expected standard in maths (as measured in the school)**  **% reaching a high score/working at greater depth in maths (as measured in the school)**  **% making expected progress in maths (as measured in the school)** | 66%  50% | 66%  40% | 0%  10% | No National Data  No National Data  No National Data | N/A  N/A  N/A |

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| **4. Barriers to future attainment (for pupils eligible for PP, including high ability)** | |
| **In-school barriers** *(issues to be addressed in school)* | |
|  | Some pupil premium learners have weaker literacy, numeracy and independent learning skills. |
|  | Low aspirations of some pupils and parents, a lack of cultural experiences and poor engagement, including weak emotional resilience. |
| **C** | Teaching is not yet of a high standard across a full range of subjects |
| **D.** | Next steps marking and feedback is not yet of a consistent high standard across all year groups and all subjects |
| **Additional barriers** (including issues which require action outside school, such as high absence rates) | |
| **E.** | High absence rates of some pupil premium learners. |

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| **5. Intended outcomes for summer 2019 and how they will be measured** | | **Success criteria** |
| **A** | Progress in MATHS for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXPECTED STANDARD in maths across all cohorts is narrowed from September starting points. | Attainment in maths at the end of KS2 73% to achieve expected standard and 20% (1 pupil to reach the higher threshold). |
| **B** | Progress in WRITING for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXPECTED STANDARD in maths across all cohorts is narrowed from September starting points. | Attainment in writing and GPS at the end of KS2 78% to achieve expected standard and 20% (1 pupil to reach the higher threshold). |
| **C** | Progress in READING for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXPECTED STANDARD in maths across all cohorts is narrowed from September starting points. | Attainment in reading at the end of KS2 76% to achieve expected standard and 20% (1 pupil to reach the higher threshold) |
| **D** | Overall ABSENCE rates fall so they are in line or above national others (4.8%) with rates of PA in line with national others (11.1%) | Absence rates PP pupils are 4.8% or lower and PA rates are below national others percentage of 11.1%. |

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| **6. Planned expenditure 2018-19 Pupil Premium Budget: £25,923** | | | | |
| 1. **Strengthen the quality of teaching and learning for Pupil Premium learners** | | | | |
| **Intended outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is well implemented?** | **Impact so far** |
| **To raise the profile of disadvantaged pupils in the school and identify their barriers to learning**  **Ensure all staff know who the PP pupils are in their classes and how these pupils can be supported to make at least expected progress**  **Ensure PP learners are stretched and challenged appropriately** | ***Term 1***  Share Pupil Premium Strategy ***HS***  Set challenging targets for all pupils, especially the PP pupils ***(HS/LO)***  Establish PP profiles, including half termly curricular targets ***LO***  Revise S4L and B4L expectations with all staff ***HS***  Use S4L and B4L consistently ***ALL***  Share Progress Concern List ***HS***  Establish QFT tracking system ***HS***  Track PP pupils more intensively where progress or attainment is a concern ***ALL***  SLT to model QA of QFT tracker action planning ***HS***  Ensure QFT provision effectively addresses barriers to learning for all PP pupils ALL  Ensure stretch and challenge for all PP pupils ***ALL***  Regular SEND CPD for staff ***AR***  Enhance feedback for PP pupils ***ALL***  Complete QFT reviews ***ALL***  ***Term 2***  Review format of Pupil Premium Strategy Statement ***HS***  Act on update Progress Concern List ***ALL***  Middle leaders to QA QFT tracker action planning ***HS/LO/DW***  Books of PP pupils not on track to be marked first and in greater detail ***ALL***  Encourage staff on NPQML & NPQSL qualifications to research and pilot new strategies to improve PP outcomes ***HS/DR/AR***  Deliver CPD on metacognition to support stretch and challenge  ***DR***  Appoint new PP Lead ***HS*** | Findings of the EEF teaching and learning toolkit  EEF Guidance Report: Metacognition and Self-Regulated Learning (2018) | QA QFT action plans where there is a progress or attainment concern, reviewing half termly with monitoring by middle leaders and SLT  Book scrutiny  Learning walks  Observations  Pupil Voice | December 2018  FFT Aspire has supported challenging target setting for PP pupils. PP pupils are well known to staff. Staff have started to share information about PP learners and their barriers to learning and strategies to improve PP outcomes. Expectations of PP pupils are higher, with detailed QFT action plans in place to address barriers to learning. Improved accountability dialogue between middle leaders and teachers to support accelerated progress of PP pupils evident. Pilot of paired case study observations completed and triangulated with pupil voice to reflect on and recommend most effective strategies for rapid progress.    April 2019  Staff fully aware of PP learners and are implementing strategies to improve PP outcomes. This is evidenced by recent observations and book scrutiny. Format of PP Strategy Statement improved to be more concise, following feedback from PP Reviewer, who will be supporting further monitoring of our PP Strategy in May. Further development of metacognition CPD needed to help staff plan for rapid progress and greater challenge of PP pupils. |

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| 1. **Targeted support for Pupil Premium learners** | | | | |
| **Intended outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is well implemented?** | **Impact so far** |
| **Maths**  **Y6 M 73% EXS**  **Y7 M 75% EXS**  **Y8 M 71% EXS** | Implement maths impact plan  Plan QFT intervention to accelerate progress of PP pupils through appropriate level of challenge  Provide TA support for all maths lessons to enable more direct QFT for pupil premium pupils from teacher  Create additional time for targeted support via 1:1 and small group teacher and numeracy specialist TA interventions for catch up and pre teaching sessions: Testbase, Sumdog and SATS revision books  Carry out regular assessments to review barriers to learning and recommended strategies  Use targeted support time at homework club to support children with their homework if they do not get support at home.  Maths Whizz accessed by all pupil premium pupils  Times Tables Rockstars used by all year groups across subjects  GL assessments in use  Delegate two staff for Primary Mastery Readiness Programme in Maths for summer term, in line with partnership approach to raise standards in maths  Interventions  Rapid interventions take place weekly to address immediate weaknesses, including pre-teaching  Small group interventions for low and high attainers delivered by LO and DW.  Small group interventions for problem solving and reasoning delivered by LO, JM, PI and TF.  Small group and 1:1 interventions with LO to address gaps  Y8 Peer Mentors working with targeted Y6, including all PP pupils  PP learners with higher absence percentages are being targeted by LO to catch up.  Y6 SATs ready PP  Tables challenges with FP  Revision Club on Tuesdays  Homework Club – targeted support  Wake Up Club – targeted support  Practice papers  Free SATs revision guides & parents’ information evening | Recent publication from EEF (guidance report) for improving mathematics in KS2 and KS3  NCETM & Maths Hub local offer to ensure consistency and raise standards in maths across partnership | Learning walks  Workbook scrutiny  Observations  Pupil voice | December 2018:  % of PP on target to achieve expected standard = 20%  % of PP on target to achieve greater depth = 0%   |  |  |  |  | | --- | --- | --- | --- | | **year** | **at least**  **exp progress** | **better than** | | | **good** | **outst** | | 5 | 3/4 75% | 3/4 75% | 3/4 75% | | 6 | 4/4 100% | 3/4 50% | 0/4 0% | | 7 | 4/4 100% | 0/4 0% | 0/4 0% | | 8 | 4/5 80% | 1/5 20% | 1/5 20% |   Outperforming non-PP pupils for progress  March 2019  % of PP on target to achieve expected standard = 60%  % of PP on target to achieve greater depth = 0%   |  |  |  |  | | --- | --- | --- | --- | | **year** | **at least**  **exp progress** | **better than** | | | **good** | **outst** | | 5 | 3/4 75% | 2/4 50% | 2/4 50% | | 6 | 4/4 100% | 2/4 50% | 0/4 0% | | 7 | 3/3 100% | 0/3 0% | 0/3 0% | | 8 | 4/5 80% | 1/5 20% | 0/5 0% |   Outperforming non-PP pupils for progress |
| 1. **Targeted support for Pupil Premium learners** | | | | |
| **Intended outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is well implemented?** | **Impact so far** |
| **Reading**  Y6 R 76% EXS  Y7 R 75% EXS  Y8 R 85% EXS | Plan QFT intervention to accelerate progress of PP pupils through appropriate level of challenge  Use Accelerated Reader across whole school, with designated Reading Time daily plus support from specialist reading champions  Participate in SSIF Reading Project targeting attainment of disadvantaged learners – trial Power of Reading units supported by Reciprocal Reading CPD  Continue with planned programme of diagnostic reading and comprehension tests to identify barriers to reading  Improve targeted support: 1 to 1 and small group teacher interventions for catch up and pre-teaching sessions  Provide Reading Booster sessions using Rising Stars, Rapid Readers and Read Write Fresh Start as needed  KS2 reading logs monitored and linked to age related expectations  Complete KS3 English Lit programme led by whole school behaviour lead to promote wide reading habit  Guest author visits to promote reading, linked to oracy and writing  Librarian training is available for interested pupils  Compete in Kids’ Lit Quiz and develop format in school linked to vertically grouped house competitions | Some pupil premium children have low reading ages and reading records show parents do not hear them read at home on a regular basis. Low reading ages impact on achievement across the curriculum.  The need to provide more opportunities for pupils to read an increased range of texts which are appropriately challenging.  EEF improving literacy in KS2 document | Monitoring of action planning  Lesson observations  AR analysis  Learning walks to QA quality of reading support provided  Termly tracking of reading ages | December 2018:  % of PP on target to achieve expected standard = 20%  % of PP on target to achieve greater depth = 0%   |  |  |  |  | | --- | --- | --- | --- | | **year** | **at least**  **exp progress** | **better than** | | | **good** | **outst** | | 5 | 3/4 75% | 1/4 25% | 1/4 25% | | 6 | 4/4 100% | 4/4 100% | 0/4 0% | | 7 | 2/3 67% | 0/3 0% | 0/3 0% | | 8 | 4/4 100% | 0/4 0% | 0/4 0% |   Outperforming non-PP pupils for progress  March 2019:  % of PP on target to achieve expected standard = 80%  % of PP on target to achieve greater depth = 20%   |  |  |  |  | | --- | --- | --- | --- | | **year** | **at least**  **exp progress** | **better than** | | | **good** | **outst** | | 5 | 3/4 75% | 1/4 25% | 1/4 25% | | 6 | 4/4 100% | 3/4 75% | 2/4 50% | | 7 | 3/3 100% | 2/3 67% | 0/3 0% | | 8 | 5/5 100% | 1/5 20% | 0/5 0% | |
| 1. **Targeted support for Pupil Premium learners** | | | | |
| **Intended outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is well implemented?** | **Impact so far** |
| **Writing**  Y6 W 78% EXS  Y7 W 75% EXS  Y8 W 85% EXS | Plan QFT intervention to accelerate progress of PP pupils through appropriate level of challenge and support, reviewed half termly  Continue to audit /increase extended writing opportunities across the curriculum and in English  Complete moderator training and pass DfE assessment – HS/JM  Work across partnership to adopt our methods of assessment across KS2 and KS3 for greater consistency of standards  Work with Hexham Book Festival to provide author visits and other opportunities to promote writing  Writing competitions offered each term  Use of non-negotiables to drive greater GPS accuracy across curriculum  Use of Rising stars SPAG book and CPG SAT books to support KS2  Development of ICT software to better support writing of pupils with dyslexia | Further improve standards in writing achieved at the end of KS2 in 2018 to be above NS in 2019  The need to further improve writing standards across KS3, ensuring GSCE readiness across the curriculum in terms of transferrable writing skills as well as within English  EEF improving literacy in KS2 document | English lead to quality assure for maximum impact  All teachers will be made accountable for raising attainment in writing  Monitoring of action planning  Lesson observations    Learning walks to QA quality of writing support provided, liaising with SENDCo to ensure appropriate support and challenge for all pupils | December 2018:  % of PP on target to achieve expected standard = 20%  % of PP on target to achieve greater depth = 0%   |  |  |  |  | | --- | --- | --- | --- | | **year** | **at least**  **exp progress** | **better than** | | | **good** | **outst** | | 5 | 4/4 100% | 4/4 100% | 0/4 0% | | 6 | 4/4 100% | 3/4 75% | 2/4 50% | | 7 | 3/4 75% | 0/4 0% | 0/4 0% | | 8 | 4/5 80% | 1/5 20% | 0/5 0% |   Outperforming non-PP pupils for progress  March 2019:  % of PP on target to achieve expected standard = 80%  % of PP on target to achieve greater depth = 20%   |  |  |  |  | | --- | --- | --- | --- | | **year** | **at least**  **exp progress** | **better than** | | | **good** | **outst** | | 5 | 4/4 100% | 2/4 50% | 1/4 25% | | 6 | 4/4 100% | 4/4 100% | 3/4 75% | | 7 | 2/3 67% | 1/3 33% | 0/3 0% | | 8 | 4/5 80% | 1/5 20% | 0/5 0% | |

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| 1. **Targeted support for Pupil Premium learners – high attaining pupils** |

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| **Intended outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is well implemented?** | **Impact so far** |
| Ensure all our most able pupils, including those in receipt of pupil premium funding exceed age related expectations. | Ensure most able are being stretched, challenged and moved on to more demanding work  Use targeted support time to boost enthusiasm for maths for children who are not encouraged at home  Establish links with local universities to provide regular outreach and raise aspirations  Register/coach pupils for the UKMT challenge  Enter competitions – kids lit quiz, poetry writing, SRTRC etc  Provide wide range of enrichment opportunities in school, including enrichment homework menu to inspire independent greater depth learning at home | Ofsted notes that we need to close the gap by ‘providing greater opportunities to work at greater depth’ | Book scrutinies, learning walks and lesson observations  HT reports to governors | December 2018  HAP % exceeding ARE   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Reading | | Writing | | Maths | | |  | PP | Non PP | PP | Non PP | PP | Non PP | | 5 | 0/1 | 0/1 | 0/0 | 0/1 | 0/1 | 1/1 | | 6 | 1/1 | 2/4 | 1/1 | 0/4 | 0/0 | 1/4 | | 7 | 0/0 | 2/3 | 0/0 | 2/3 | 0/0 | 1/3 | | 8 | 0/0 | 1/1 | 0/0 | 1/6 | 0/0 | 0/1 |   March 2019 – greater stretch and challenge needed   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Reading | | Writing | | Maths | | |  | PP | Non PP | PP | Non PP | PP | Non PP | | 5 | 0/1 | 0/1 | 0/0 | 0/1 | 0/1 | 1/1 | | 6 | 1/1 | 2/4 | 1/1 | 1/4 | 0/0 | 2/4 | | 7 | 0/0 | 2/3 | 0/0 | 2/3 | 0/0 | 1/3 | | 8 | 0/0 | 1/1 | 0/0 | 1/6 | 0/0 | 1/1 | |

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| 1. **Targeted support for Pupil Premium learners – Pupil Premium Plus** | | | | |
| **Intended outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is well implemented?** | **Impact so far** |
| Ensure our post-LAC pupils thrive at school. | Monitor data closely, including interventions  Create and share bespoke action plan for each post-LAC pupil  Provide 1:1 tuition for English and maths as required to ensure post-LAC pupils make rapid progress to meet or exceed NS from their individual starting points  Provide 1:1 mentoring to support organisation, work ethic and aspirations to  Include these pupils first in any enrichment opportunities, providing free place as needed  Discretely support these pupils with any equipment or uniform need  Continue to develop close working relationships with families/carers, and where required, virtual school and outside agencies  Wake Up Club: free breakfast and supported start to the day | Advice from NCC and virtual school service | Ensure middle leaders QA QFT action plans  Learning walk  Work scrutiny  Pupil voice | December 2018:  Y6 post-LAC pupil is making better than expected progress in RWM whereas Y5 HAP post-LAC pupil has not maintained in R or M. 1:1 mentoring and intensive QFT action plan put in place to support accelerated progress.   |  |  |  |  | | --- | --- | --- | --- | |  | **at least**  **exp progress** | **better than** | | | **good** | **outst** | | R | 1/2 | 1/2 | 1/2 | | W | 2/2 | 2/2 | 2/2 | | M | 1/2 | 1/2 | 1/2 | | Attend | Good | | |   March 2019:  Y6 post-LAC pupil is on track for ARE at the end of KS2 in R & W. 1:1 tuition in place to support accelerated progress towards RWM targets. Y5 HAP pupil continues to require further QFT intervention to support accelerated progress to maintain depth.   |  |  |  |  | | --- | --- | --- | --- | |  | **at least**  **exp progress** | **better than** | | | **good** | **outst** | | R | 1/2 | 1/2 | 1/2 | | W | 2/2 | 1/2 | 1/2 | | M | 1/2 | 1/2 | 1/2 | | Attend | Good | | | |

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| 1. **Other approaches to raise the attainment and progress of Pupil Premium learners** | | | | |
| **Attendance** | | | | |
| **Intended outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Impact so far** |
| Continue to improve the attendance of pupil premium students.  Ensure the persistent absence rate of our pupil premium students is below the 2018 national average. | Attendance officer to monitor on a daily basis and meet regularly with HS to monitor attendance closely. Home School Link role established in school. Home School Link to liaise with pupils and parents to lower absence rates.  Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM.  Access support from external agencies | The need to reduce overall and PA absence rates for PP pupils overall to at least below 2018 NAO figures of | Close monitoring of absence by DP, HS, PI. | |  |  |  |  | | --- | --- | --- | --- | |  | 17-18 | 2018 NAO | 18-19 | | PP overall absence | 8.56% | 4.8% | 6.06% | | PP PA % | 32% | 11.1% | 2% |   \*summary to end of spring term 2019 |

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| **Engagement and raising aspirations** | | | | |
| Raise aspirations of pupil premium children and ensure they have equal opportunities to a high-quality education.  Improve the emotional resilience of all children | Ensure performance management target for all staff in relation to adapting teaching to respond to the strengths and needs of all pupils  Identify each pupil premium child’s barriers to learning and produce a Pupil Profile to show what we are doing to overcome their barriers to learning, develop confidence and track progress, attainment, attendance and wellbeing.  Ensure that educational visits, residential, peripatetic music lessons and other enrichment learning opportunities are attended by all children regardless of their financial situation  Ensure that pupils have opportunities in lessons to make connections with the real world through visits, visitors, links to career opportunities, inspiring lifelong learning.  Offer regular university outreach and work with charities and other organisations to support future study and career pathways  Provide a quiet club with adult support every lunchtime to support social skills and enjoyment of school  Provide homework club each day where homework may be completed and where ICT access is available, with adult support as needed  Use the THRIVE approach for identified pupils, led by one of two trained licensed THRIVE practitioners in school to support emotional development  Provide Wake Up Club in the mornings to continue to ensure children are not hungry and improve readiness to learn  Start free toast initiative at break time to ensure children arriving too late for breakfast club have opportunity to refuel after the Daily Mile | Equality of opportunity for all pupils  The need to remove barriers to learning that are likely to affect the progress of disadvantaged pupils and close any gaps between our pupils and others nationally | Monitoring schedule  Performance management reviews  Pupil voice  Intervention records  Registers of clubs | Differentiation improving though still need for even greater stretch and challenge of all PP learners  Need for improved accessibility and ownership of PP profiles by PP Staff Champions so that equal opportunity is matched even more tightly to individual need: AR appointed as new PP Lead following staff changes – will be linking this work with NPQSL  PP pupils – fully included, with financial barriers removed  Weekly programme in place since 1.4.18, e.g. AYOT and Kev. F. Sutherland – positive pupil voice feedback  Links with Northumbria, Newcastle and Durham University established. Gatsby Benchmarking – now under development for launch in summer term. More pupils able to talk about higher education confidently and have a range of ideas about future careers  Quiet Club established and well attended  Homework Club – as above  THRIVE established, with 1:1 sessions provided on a needs-led basis to any PP learner  Wake Up Club – late arrival of buses has compromised attendance. Free toast initiative successful and reaches all pupils, including PP learners |

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| **Engaging parents** | | | | |
| Engaging parents in becoming more involved in school life. | Invite parents to a variety of events – music performances, literacy and numeracy lesson, coffee afternoons, helping at sports events and school trips, watching sports events, celebration assemblies etc. Take a register at each event and record each time a parent visits the school.  On ‘parents evening’ appointment forms all English and maths teachers must ask to see the parents of PP children. If no appointments made the home school link to phone and make appointment  Teachers encouraged to phone home and send postcards home to give positive comments. | Findings of the EEF teaching and learning toolkit | Log termly on pupil profiles and encourage greater participation where required. | Coffee afternoons, musical performances and celebration assemblies very well attended, with positive parent feedback. Need to expand range of events and opportunities further.  Greater consistency needed  Established, though not all attend – see below  Home school link allocated time to chase up – early impact evident – continued efforts needed over time to build relationship with families  Postcards – very well received. More phone calls could be made – push in summer term |

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| **Allocation of budget: £25,923** |
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| **7. Review of Expenditure: Total Pupil Premium Budget = £27,680** | | | | |
| **Previous Academic Year: 2017-18** | | | **22 Pupil Premium Learners** | |
| 1. **Quality of teaching for Pupil Premium pupils** | | | | |
| **Intended outcomes** | **Actions** | **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)** |
| 1. 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 eventually will catch up). | Personal targets are set for all pupils  Effective planning for differentiation allows all pupils to access their learning and demonstrate progress to achieve their target.  Planning ensures that children are fluent and secure before moving on  High quality homework and opportunities for greater depth learning to be set  Subject leaders and SLT to QA lesson planning to make sure tasks are matched to ability and are challenging  Subject leaders and SLT to monitor the quality of teaching of the curriculum to secure good progress for all PP pupils. | SATS results in reading, writing and maths below target for PP learners, with only 14% reaching expected standard in RWM, compared to 70% nationally. 43% of PP learners had complex SEND needs during 17-18 or were absent from testing due to hospital admission. KS2 progress scores were as follows:   |  |  |  | | --- | --- | --- | |  | School 2018 | National 2018 | | Reading | -3.16 | 0.31 | | Writing | -5.55 | 0.24 | | Maths | -6.30 | 0.31 |   Work scrutiny show a variety of methods of differentiation is being used.  Work scrutiny shows gaps in learning linked to absence of PP learners.  Pupil voice shows that pupils feel that they are learning well in lessons and that they are challenged to progress to harder work regularly. | | Pupil Premium outcomes well below national others. A more targeted approach is vital. We will aim to:  Accelerate progress of PP learners to at least in line with national figures  Increase the aspirational targets of PP learners, especially those capable of greater depth (use of FFT Aspire)  Continue to monitor teaching to ensure appropriate challenge and an inspiring, relevant curriculum which moves pupils on from their individual starting points and effectively removes barriers to learning  Ensure gaps in learning are closed where PP learners have had a period of absence, especially for key written outcomes  Further improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children and forms part of the planning process, including marking PP books first and speaking to each disadvantaged pupil every lesson to give personalised support. |
| **Intended outcomes** | **Actions** | **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)** |
| 1. PP pupils observed demonstrating effective study skills (5Rs) leading to accelerated progress. | Staff CPD on study skills and 5Rs.  Targeted social and emotional learning (SEL) in skills lessons and as whole school ethos.  THRIVE training for key staff to enable targeted support and strategies for pupils to enable them to make the most of their lessons. | Observations show that all staff now contribute to and reinforce 5Rs approach across the school; key language and strategies are used to make study skills explicit to pupils.  Behaviour for learning is improved, with new whole school pastoral and behaviour lead in place providing key guidance for targeted PP learners.  THRIVE programme introduced, with targeted PP learners benefitting from emotional support, as per EEF evidence, to ultimately improve their ability to learn well. | | Continue with 5Rs approach, and behaviour for learning expectations, linking more explicitly with metacognition strategies (see EEF guidance)  Increase time for THRIVE lead to work directly with PP learners and promote offer of home THRIVE activities to families. |
| **ii) Targeted support Total cost: £21,500** | | | | |
| 1. 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 eventually will catch up) 2. PP learners observed demonstrating active learning techniques | Success @ arithmetic small group sessions  First Class @ Number small group / individual sessions  Third Space Learning maths intervention  Fresh Start (Read Write Inc) small group sessions  Rapid Readers intervention  Accelerated reader programme embedded and supported by key staff (to quiz and follow up on the AR data with individuals) | 29% of PP cohort achieved expected standard in maths in a cohort where 43% of PP learners had complex SEND needs during 17-18 or were absent from testing due to hospital admission.  0% of those who undertook S@A and/or First Class at Number reached EXS in maths.  16% of those who undertook Third Space Learning reached EXS in maths.  100% of pupils in this cohort were phonetically secure according to Salford at the start of Y5. 100% of pupils included on reading interventions improved RA by over a year, with 66% improving by more than 18 months in a year. 100% of pupils accessed Rapid Readers and improved fluency and literal retrieval. 85% of this cohort continue to struggle with inference questions, despite 1:1 and small group intervention. 14% of cohort achieved EXS in reading, where 43% of PP learners had complex SEND needs during 17-18 or were absent from testing due to hospital admission. | | Continue S@A and First Class at Number where there is a genuine need, depending on baselines (including GL at beginning of Y5 going forward to ensure better progress measure over time). Progress needs to be quicker over time.  Third Space – not effective for this cohort given specific needs. Maths Lead to research alternative, e.g. Maths Whizz or Mathletics to support consolidation and home learning more effectively  Implement Rising Stars comprehension programme as soon as Y5 pupils are proven to be phonetically secure.  Begin SSIF Project: Raising Attainment amongst Disadvantaged Learners, including Power of Reading and implementation of Reciprocal Reading Strategies following CPD as required. |
| **iii) Other approaches Total cost: £2,180** | | | | |
| **Intended outcomes** | **Actions** | **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)** |
| (D)PP learners are able to complete homework in line with their teacher’s expectations | Homework club made available every lunchtime (with access to computers)  ‘Wake Up’ Club three mornings per week before school enables children to do homework  DA Passport identify pupils who are struggling to do homework at home and why (lack of space, equipment) and where it is lack of equipment, make provision to supply what is needed  Advice and support for parents/carers on how to help their child with homework. Homework timetables shared with parents to enable them to support pupil deadlines. | Lunchtime homework club attended regularly by 52% of PP learners compared with 39% of non-PP learners, leading to improved homework quality and quantity for these pupils.  ‘Wake Up Club’ attended regularly by 100% PP+ learners who have an established pattern of homework, combined with free breakfasts. Only 13% of other PP learners attend regularly due to late arrival of buses.  DA Passport provides useful summary profile for all PP learners but is underdeveloped.  42% of families engaged regarding homework, with maths and English teachers providing individual guidance and updates for each pupil. Harder to reach families started to be targeted by new Home/School Link appointment from summer term – early impact needing time to develop. | | Increase use of homework club as a targeted support method, overseen by whole school behaviour lead.  Continue for PP+ learners, with option available for any PP learner to remain, depending on bus arrival times.  DA Passports to be developed further by Inclusion Lead, to incorporate bespoke offer for each pupil and attendance updates from Attendance Officer.  Time needed for Home/School Link worker to establish role to support PP homework quality and quantity. Extend homework information and range of useful websites for families on school website. Track contact with families of PP learners more closely and invite regularly into school, e.g. bespoke offer for parents’ evenings, as needed. |
| **Attendance**: improve attendance of PP learners | PP Leader to work closely with EWO, parents and school staff to ensure attendance issues are picked up early and acted upon. Weekly monitoring. | |  |  |  | | --- | --- | --- | |  | PP School 2018 | Other National 2018 | | Absence | 8.56% | 4.8% | | PA | 32% | 11.1% | | | More needs to be done to reduce the PP PA rate in 2018 to 2019. |
| **8. Additional Detail** | | | | |
| For additional information and evidence relating to this strategy statement please see our School Evaluation and Impact Plan 17-19, SIP reports, tracking grids, monitoring records, vulnerable group and head teachers reports for governors. | | | | |