

## Whytrig Middle School Pupil Premium Strategy and Self-evaluation Document: Version 1 December 2018

| <b>1. Summary information for 2018-2019</b>  |                     |   |   |         |       |                         |                            |
|--|---------------------|---|---|---------|-------|-------------------------|----------------------------|
| <b>Total number of pupils</b>  | 230                 | <b>Number of pupils eligible for pupil premium funding</b>  | 74 (32% of total on roll) FSM & Ever 6=67 Service children= 1<br>Pupil Premium Plus =6 57% of PP children (42) are also SEN |         |       |                         |                            |
| <b>Number of pupil premium children in each year group:</b> Yr 5=17 of 63 (27%) Yr 6=17 of 58 (29%) Yr7=21 of 55 (38%) Yr8= 19 of 54 (35%) |                     |   |   |         |       |                         |                            |
| <b>Total pupil premium budget:</b>   | £88,680             | <b>Amount per pupil:</b> Years 5 & Year 6 =£1,320 Years 7 & 8 = £935 Armed forces =£300<br>Pupil Premium Plus children = £2,300 13 of the 17 Year 6 PP learners are on the SEND register.                 |   |         |       |                         |                            |
| <b>Date of external pupil premium review:</b><br>November 2018   |                     | <b>Dates of internal half termly reviews:</b> 12/11/2018, 4/3/2019 and July 2019.<br><b>Green</b> = School above the national attainment figures for other pupils (not disadvantaged). <b>Red</b> = Below |   |         |       |                         |                            |
| <b>2. Key indicators summer 2018: End of Key Stage 2 (Year 6) attainment, progress KS1 to KS2 and attendance data</b>                      |                     |   |   |         |       |                         |                            |
| 54 in cohort 18 PP 34 non-PP NOA =national averages for pupils not eligible for PP Not PP PP Within school gap NAO 2018 compared to NAO    |                     |   |   |         |       |                         |                            |
| <b>% reaching expected standard in reading, writing and maths</b>  | <b>Cohort 69%</b>   | 75%   | 56%   | -19%-   | 70%   | <b>-14% Gap closing</b> |                            |
| <b>% reaching a high score/working at greater depth in RWM</b>   | <b>Cohort 7%</b>    | 8%  | 6%  | 2%      | 12%   | <b>-6% Gap closing</b>  |                            |
| <b>NA 2018=64% NA=10%</b>  |                     |   |   |         |       |                         |                            |
| <b>% reaching expected standard in reading</b>   | <b>Cohort 81%</b>   | <b>NA 2018=75%</b>  | 92%   | 61%     | -31%  | 80%                     | <b>-19% Gap increased</b>  |
| <b>% reaching a high score/working at GD in reading</b>  | <b>Cohort 24%</b>   | <b>NA=28%</b>   | 28%   | 17% (2) | -11%  | 33%                     | <b>-16% Gap closing</b>    |
| <b>Progress scores</b>   | <b>Cohort 0.00</b>  | <b>NA = 0.00</b>  | +0.98   | -1.97   | -2.95 | +0.31                   | <b>-2.28 Gap closing</b>   |
| <b>% reaching expected standard in writing</b>   | <b>Cohort 87%</b>   | <b>NA 2018=78%</b>  | 97%   | 67%     | -30%  | 83%                     | <b>-16% Gap closing</b>    |
| <b>% reaching a high score/working at GD in writing</b>  | <b>Cohort 31%</b>   | <b>NA=20%</b>   | 44%   | 6% (1)  | -38%  | 24%                     | <b>-18% Gap increasing</b> |
| <b>Progress scores</b>   | <b>Cohort +2.35</b> | <b>NA=0.00</b>  | +3.64   | -0.23   | -3.87 | +0.24                   | <b>-0.47 Gap closing</b>   |
| <b>% reaching expected standard in maths</b>   | <b>Cohort 74%</b>   | <b>NA 2018=76%</b>  | 81%   | 61%     | -20%  | 81%                     | <b>-20%Gap closing</b>     |
| <b>% reaching a high score/working at GD in maths</b>  | <b>Cohort 15%</b>   | <b>NA=24%</b>   | 19%   | 6% (1)  | -13%  | 28%                     | <b>-22%Gap increasing</b>  |
| <b>Progress scores</b>   | <b>Cohort -1.28</b> | <b>NA =0.00</b>   | -1.18   | -1.47   | -0.29 | +0.31                   | <b>-1.78 Gap closing</b>   |

|   |      |       |              |                        |                            |
|---|------|-------|--------------|------------------------|----------------------------|
| <p><b>% reaching expected standard in grammar, punctuation &amp; spelling (GPS)</b><br/> <b>Cohort 87% NA 2018=78%</b><br/> <b>% reaching a high score/working at greater depth in GPS Cohort 22% NA=34%</b></p>                                  | 97%  | 67%   | -30%         | 82%                    | <b>-15% Gap closing</b>    |
|   | 33%  | 0%    | -33%         | 39%                    | <b>-39% Gap increasing</b> |
| <p><b>Absence % Years 5 to 8</b> The national figures shown are for pupils not eligible for Free School Meals as the 2018 not disadvantaged figures have not been published.</p>  | 3.7% | 5.28% | 1.58% higher | <b>4.8% (Non FSM)</b>  | <b>0.48 higher</b>         |
| <p><b>Persistently absent % Year 5 to 8 (Pupils with an attendance rate of 90% or below)</b><br/> The national figures shown are for pupils not eligible for Free School Meals as the 2018 not disadvantaged figures have not been published.</p> | 5.9% | 16.4% | 10.5% higher | <b>11.1% (Non FSM)</b> | <b>5.3% higher</b>         |

| <b>3. 2018-2019 Current Year 6 Pupil Premium Students</b><br>For Years 5,7 & 8 please see our tracking document.<br><b>Green highlighting</b> = Prediction on or above target | <b>Dec 2018 Target</b> | <b>Dec 2018 Actual</b> | <b>March 2019 Target</b> | <b>March 2019 Actual</b> | <b>Summer 2019 Target</b> | <b>Summer 2019 Actual</b> |
|---|------------------------|------------------------|--------------------------|--------------------------|---------------------------|---------------------------|
| <p><b>% developing or greater in reading</b><br/> <b>% reaching expected standard in reading</b><br/> <b>% reaching a high score/working at greater depth in reading</b></p>  | 52.9%                  | <b>76.5%</b>           | 82.4%                    |                          | <b>88%</b>                |                           |
|   | 0%                     | 0%                     | 23.5%                    |                          | <b>71%</b>                |                           |
|   | 0%                     | 0%                     | 0%                       |                          | <b>12% (2)</b>            |                           |
| <p><b>% developing or greater in writing</b><br/> <b>% reaching expected standard in writing</b><br/> <b>% reaching a high score/working at greater depth in writing</b></p>  | 23.5%                  | <b>58.8%</b>           | 82.4%                    |                          | <b>88%</b>                |                           |
|   | 0%                     | 0%                     | 5.9%                     |                          | <b>71%</b>                |                           |
|   | 0%                     | 0%                     | 0%                       |                          | <b>12% (2)</b>            |                           |
| <p><b>% developing or greater in maths</b><br/> <b>% reaching expected standard in maths</b><br/> <b>% reaching a high score/working at greater depth in maths</b></p>        | 58.8%                  | <b>58.8%</b>           | 88.2%                    |                          | <b>100%</b>               |                           |
|   | 0%                     | <b>5.9%</b>            | 35.3%                    |                          | <b>77%</b>                |                           |
|   | 0%                     | 0%                     | 0%                       |                          | <b>18% (3)</b>            |                           |
| <b>Absence % of PP learners in Years 5-8</b>  | 4.8%                   | 3.8%                   | 4.8%                     |                          | <b>4.8%</b>               |                           |
| <b>Persistent absence % of PP learners in Years 5-8 (90% or below)</b>  | 11.1%                  | 11.2%                  | 11.1%                    |                          | <b>11.1%</b>              |                           |

| <b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>                  |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school</i> )   |  |
| 1.  | Some pupil premium learners have weaker literacy, numeracy and independent learning skills.                      |
| 2.  | Low aspirations of some pupils and parents, a lack of cultural experiences and poor engagement.                  |
| C.  | Teaching is not yet of a consistent high standard across the 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 |
| <b>Additional barriers</b> (including issues which require action outside school, such as high absence rates) |  |
| E.  | High absence rates of some pupil premium learners.   |

| <b>5. Intended outcomes for summer 2019 and how they will be measured</b> |   | <b>Success criteria</b>  |
|---|---|--|
| <b>A</b>  | 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.   | <u>Attainment in maths at the end of KS2</u><br>77% to achieve expected standard and 18% (3 pupils to reach the higher threshold).           |
| <b>B</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. | <u>Attainment in writing and GPS at the end of KS2</u><br>71% to achieve expected standard and 12% (2 pupils to reach the higher threshold). |
| <b>C</b>  | 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. | <u>Attainment in reading at the end of KS2</u><br>71% to achieve expected standard and 12% (2 pupils to reach the higher threshold)          |
| <b>D</b>  | 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%.  |

**6. Planned expenditure 2018-2019 Pupil premium grant is estimated to be £88,680**

**i. Strengthen the quality of teaching and learning for pupil premium learners.**

| Intended outcomes   | Actions and steps taken.  | Timescale Milestones   | Monitoring  | Staff lead<br><b>Costs</b>             | Impact / Evaluation  |
|---|---|--|---|--|--|
| <p><b>To raise the profile of disadvantaged pupils in the school and identify their barriers to learning.</b></p> <p><b>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.</b></p> <p><b>Ensure PP learners are stretched and challenged appropriately.</b></p> | <p><b>Term 1</b></p> <ol style="list-style-type: none"> <li>Helen Campbell appointed to liaise with subject leaders and drive up pupil premium outcomes.</li> <li>List of disadvantaged pupils updated and shared with staff.</li> <li>Staff meeting held to share knowledge of pupil premium pupils and their barriers to learning</li> <li>Pupil premium profiles created and uploaded onto Google drive, so staff are able to update the profiles and share strategies that are working well.</li> <li>Staff currently working on NPQSL and NPQML qualifications encouraged to do research on and pilot new strategies to improve PP outcomes.</li> <li>External pupil premium review report circulated to staff and governors to raise awareness about attainment/progress gaps and key PP priorities for 2018/19.</li> <li>New pupil premium strategy and self-evaluation document created by PP lead and subject teams with clear actions, success criteria, milestones and monitoring arrangements.</li> <li>CPD on the new progress tracking system.</li> </ol> <p><b>Term 2</b></p> <ol style="list-style-type: none"> <li>Staff training on lesson planning, seating plans, gap analysis and differentiation to better support disadvantaged pupils.</li> <li>PP reviewer to deliver CPD on diminishing the differences between PP learners and their peers.</li> <li>Teachers to mark the work of PP learners not on track to achieve their targets first and in greater detail.</li> <li>All pupils are expected to respond to teacher feedback by improving their work using their purple pens.</li> </ol> | <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Nov 18</p> <p>Dec 18</p> <p>✓ Sept 18</p> <p>Dec 18</p> <p>Dec 18</p> <p>Dec 18</p> | <p>HC to QA the PP profiles, ensure they are accessible to all staff and regularly updated.</p> <p>Regular monitoring of PP progress by data drops, learning walks &amp; book scrutiny.</p> | <p>PP Lead (HC)<br/><b>£30,000</b></p> | <p><u>December 2018</u></p> <p>All staff know who the PP learners are in their class and have started to share information about their barriers to learning and strategies to improve PP outcomes.</p> |

ii. Targeted support for pupil premium students.

| Intended outcomes   | Actions and steps taken.   | Timescale Milestones  | Monitoring  | Staff lead<br><b>Costs</b>                          | Impact /Evaluation   |
|---|--|---|---|---|--|
| <p><b>Progress in MATHS for PP pupils is accelerated across all cohorts.</b></p> <p><b>Year 6</b><br/><b>77% to achieve expected standard in maths.</b></p> <p><b>18% (3 pupils) to reach the higher threshold.</b></p> | <p><u>Improve teaching so progress and attainment rapidly improve</u></p> <ol style="list-style-type: none"> <li>Further embed Maths Mastery approach to improve outcomes for all. VK &amp; DM attend Continuing Mastery group.</li> <li>VK completes “Improving Maths at KS2and KS3 Programme.”</li> <li>VK and EC attend working group “Ensuring Greater Depth.”</li> <li>Skills shared at department meetings.</li> <li>Maths departmental focus on challenge and on Bar modelling.</li> <li>All PP pupils have a maths target to work to.</li> </ol> <p><u>Interventions</u></p> <ol style="list-style-type: none"> <li>Rapid interventions take place weekly to address immediate weaknesses. This can also involve pre-teaching.</li> <li>Small group interventions for low and high attainers delivered by VK and NR.</li> <li>Small group interventions with RH to address gaps in learning.</li> <li>IDL Numeracy Programme – this targets low ability PP pupils.(Trial until Easter).</li> </ol> <p><u>Y6 SAT’s ready PP</u></p> <ol style="list-style-type: none"> <li>Tables club for Year 6.</li> <li>Saturday School</li> <li>Breakfast My Maths boosters 2-4 days a week. Split in to ability tiers.</li> <li>Practice papers</li> <li>Free SATs revision guides</li> </ol> | <p><u>PP Progress targets:0= national benchmark</u><br/>Nov 18= 0<br/>March 19=0<br/>Summer 19 =0</p> <p><u>Y6 Maths expected standard targets</u><br/>Nov 18=0%<br/>March 18=35%<br/>Summer 18=71%</p> <p><u>Y6 Maths greater depth targets</u><br/>Nov 18=0%<br/>March 18=0%<br/>July 18=18% (3 pupils)</p> | <p>Maths Leader, supported by SLT to QA teaching, learning and written/verbal feedback.</p> | <p>Maths Leader (VK) and SLT<br/><b>£10,000</b></p> | <p><u>December 2018</u><br/>% of PP on target to achieve expected standard =6%<br/>% of PP on target to achieve greater depth=0%</p> |

| Intended outcomes   | Actions and steps taken   | Timescale Milestones  | Monitoring  | Staff Lead<br><b>Costs</b>                                | Impact /Evaluation  |
|---|---|---|---|---|---|
| <p><b>Progress in <u>WRITING</u> for PP pupils is accelerated across all cohorts.</b></p> <p><u>Year 6</u><br/>71% to achieve expected standard in writing and GPS.</p> <p>12% (2 pupils) to reach the higher threshold.</p> <p>GPS = Grammar, punctuation and spelling</p> | <p><u>Improve teaching so progress and attainment rapidly improve</u></p> <ol style="list-style-type: none"> <li>All PP pupils have a challenging target to work towards.</li> <li>Whytrig Middle School is taking part in the North of the Tyne Oracy Project to improve oral skills and confidence levels. Talk homework topics are set on Mondays in an assembly and sent via the school gateway to parents; the expectation is that families will talk about it together. Pupils write down what family members said in their Talk Book. On Thursday in tutor time there is a class talk about the homework using talk structures.</li> <li>Rising stars spelling programme introduced.</li> </ol> <p><u>Interventions</u></p> <ol style="list-style-type: none"> <li>Daily spelling intervention (Read Write Inc spelling) for targeted pupils.</li> <li>Shakespeare Birthplace Trust Project focused on PP pupils to improve their speaking and listening skills.</li> </ol> <p><u>Y6 SAT's ready PP</u></p> <ol style="list-style-type: none"> <li>Saturday School (SPAG focus)</li> <li>Practice SPAG papers</li> <li>Free revision guides</li> </ol> | <p><u>PP Progress targets: 0 = national benchmark</u><br/>Nov 18= 0<br/>March 19=0<br/>Summer 19 =0</p> <p><u>Y6 Writing/GPS expected standard targets</u><br/>Nov 18=0%<br/>March 18=6%<br/>Summer 18=71%</p> <p><u>Y6 Writing /GPSgreater depth targets</u><br/>Nov 18=0%<br/>March 18=0%<br/>Summer 18=12%</p> | <p>English Leader, supported by SLT to QA teaching, learning and written/verbal feedback.</p> | <p>English Leader (JR) &amp; AL</p> <p><b>£10,000</b></p> | <p><u>December 2018</u></p> <p>% of PP on target to achieve expected standard =0%<br/>% of PP on target to achieve greater depth=0%</p> |

| Intended outcomes   | Actions and steps taken   | Timescale Milestones   | Monitoring  | Staff Lead<br><b>Costs</b>                              | Impact /Evaluation   |
|---|---|--|---|---|--|
| <p><b>Progress in <u>READING</u> for PP pupils is accelerated across all cohorts.</b></p> <p><b><u>Year 6</u></b><br/>71% to achieve expected standard in reading.</p> <p>12% (2 pupils) to reach the higher threshold.</p> | <p><u>Improve teaching so progress and attainment rapidly improve</u></p> <ol style="list-style-type: none"> <li>All PP pupils to have a challenging reading target to work towards.</li> <li>Up to 2 guided reading sessions each week in KS2.</li> <li>Reading explorers scheme in KS2, focusing on literal and deductive skills.</li> </ol> <p><u>Interventions</u></p> <ol style="list-style-type: none"> <li>Reciprocal reading programme/Bug Club to be costed and introduced by January 2019.</li> <li>Comprehension Booster from January 2019.</li> <li>Targeted guided reading for low ability PP pupils with a teaching assistant.</li> </ol> <p><u>Y6 SAT's ready PP</u></p> <ol style="list-style-type: none"> <li>Breakfast comprehension booster (from January 2019)</li> <li>Saturday School</li> <li>Free SATs revision guides.</li> <li>Practice papers</li> </ol> | <p><u>PP Progress targets: 0 = national benchmark</u><br/>Nov 18= 0<br/>March 19=0<br/>Summer 19 =0</p> <p><u>Y6 reading expected standard targets</u><br/>Nov 18=0%<br/>March 18=23.5%<br/>Summer 18=71%</p> <p><u>Y6 reading greater depth targets</u><br/>Nov 18=0%<br/>March 18=0%<br/>Summer 18=12%</p> | <p>English Leader, supported by SLT to QA teaching, learning and written/verbal feedback.</p> | <p>English Leader (JR) and AL</p> <p><b>£10,000</b></p> | <p><u>December 2018</u></p> <p>% of PP on target to achieve expected standard =<br/>% of PP on target to achieve greater depth</p> |

iii. Other approaches to raise the attainment and progress of pupil premium students.

| Intended outcomes  | Actions and steps taken  | Timescale Milestones   | Monitoring  | Staff lead<br>Costs                         | Impact /Evaluation   |
|--|--|--|---|---|--|
| <p><b><u>ATTENDANCE</u></b></p> <p><b>Remove barriers preventing students from attending the school.</b></p> <p><b>PP absence rate improves from 5.28% to 4.8% or less by July 2019.</b></p> <p><b>PP PA rate is reduced from 16.4% to 11.1% or less by July 2019.</b></p> | <p><b><u>TERM 1</u></b></p> <ol style="list-style-type: none"> <li>EWO and Head of School (GS) meet every week to monitor attendance, so that attendance issues are picked up and acted upon early. Letters send out to parents with an attendance rate below 95%. Meetings arranged with GS and EWO is contacts/meets with parents/carers if attendance dips below 90%.</li> <li>Attendance is recorded on Google Doc.</li> <li>Every half term tutor groups with an attendance rate of 95% or better have a non-uniform day and class certificates for the highest attendance awarded.</li> <li>Holidays taken in term time not authorised. Penalty fines introduced.</li> <li>Newsletter, website and “Attendance Matters” leaflet to emphasise the importance of good attendance and how it impacts on progress/attainment.</li> </ol> <p><b><u>TERM 2</u></b></p> <ol style="list-style-type: none"> <li>Improved attendance rewards (certificate &amp; prize) for pupils who manage to improve their attendance by at least 4%. Awarded every half term from December 2018.</li> </ol> | <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p><u>PP Absence targets</u><br/>Dec 18=4.8%<br/>March19=4.8%<br/>July 19=4.8%</p> <p><u>PP PA targets</u><br/>Dec 18=11.1%<br/>March18=11.1%<br/>July 19=11.1%</p> | <p>Weekly EWO meetings. Google doc monitored and attendance interventions recorded.</p> <p>Will require medical evidence for students at risk of becoming PA.</p> | <p>GS, JS and EWO</p> <p><b>£26,680</b></p> | <p><u>September to October 2018</u><br/>PP absence rate =3.8%<br/>Non-PP absence rate=4.3%<br/>Gap = <b>+0.5%</b><br/>PP PA rate =11.2%<br/>Non PP PA rate = 15.1% High due to holidays taken in term time.<br/>Gap = <b>+3.9%</b></p> <p><u>September to December 2018</u><br/>PP absence rate = XX%<br/>Non-PP absence rate=XX%<br/>Gap=<br/>PA PP rate =XX%<br/>PA non PP = XX%<br/>Gap =</p> |



| Intended outcomes  | Actions and steps taken  | Timescale<br>Milestones                            | Monitoring  | Staff lead<br>Costs | Impact / Evaluation  |
|--|--|--|---|---------------------|--|
| <p><b><u>ENGAGEMENT AND RAISING ASPIRATIONS</u></b></p> <p>Remove the financial barriers that prevent learning.</p> <p>Further raise levels of engagement and aspirations to improve our pupil premium learner's life chances.</p> | <p><b><u>TERM 1</u></b></p> <ol style="list-style-type: none"> <li>Free breakfast is being offered to disadvantaged pupils to provide a healthy start to the school day.</li> <li>Uniform, stationery, learning resources and PE kit provided, if required, so disadvantaged pupils are better prepared for learning.</li> <li>Educational visits, enrichment activities and fieldwork are also paid for or subsidised where required so financial barriers to learning have been removed. Term 1 activities include bike club, gardening club, Lego club (HA PP learners taking part in First Lego League Challenge, STEM day(11/2018) and Shakespeare Birthplace Trust project – literary heritage.</li> </ol> <p><b><u>TERM 2</u></b></p> <ol style="list-style-type: none"> <li>HC to research and trial methods to engage parents.</li> <li>HC to research routes for raising aspirations of PP learners and trial 2 new strategies.</li> <li>Term 2 enrichment activities include “Powering Transformation Day at Durham University” (2/2019) and theatre trip 3/2019.</li> </ol> <p><b><u>TERM 3</u></b></p> <ol style="list-style-type: none"> <li>Term 2 enrichment activities include Salter’s Chemistry Festival (6/2019).</li> </ol> | <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> | <p>Lesson observations learning walks and book scrutinies.</p> <p>Pupil voice surveys</p> | <p>SLT</p>          | <p><u>December 2018</u></p> <p>Financial barriers to learning are being removed.</p> |

|  |   |  |                                |  |   |
|--|---|--|--------------------------------|--|---|
| <p><b><u>ENGAGING PARENTS</u></b><br/>Provide more opportunities for parents to engage with school and their child's learning.</p> | <p><b><u>TERM 1</u></b><br/>1. Half termly coffee afternoons, text messaging, joining in time and PTA set up.<br/>2. Twitter used to report daily activities.</p> <p><b><u>TERM 2</u></b><br/>1. Staff to use School Gateway to send positive feedback and information home regarding PP pupils learning.</p> |  | <p>School Gateway records.</p> |  | <p><u>December 2018</u><br/>PTA established. Year 5 coffee morning well attended. Limited use of Twitter.</p> |
|--|---|--|--------------------------------|--|---|

| <b>7. <u>Review of expenditure</u> Total pupil premium budget = £82,450</b>   |  |   |   |
|---|--|---|---|
| <b>Previous Academic Year :2017-2018 66 pupil premium students</b>  |  |   |   |
| <b>Intended outcomes</b>  | <b>Actions</b>   | <b>Estimated impact:</b> Did you meet the success criteria?<br>Include impact on pupils not eligible for PP if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)                                |
| <b>i. Strengthen the quality of teaching and learning.</b>  |  | <b>Total cost =£30,000</b>  |   |
| <p><b>Improved monitoring of the impact of interventions and strategies used to support PP learners in lessons.</b></p> <p><b>Most able register updated.</b></p> | <p>Interventions added to Marksheet in SIMS and kept up to date by all staff.</p> <p>Data analysis and strategies revised if impact not good enough. Pupil progress meetings take place.</p> <p>Challenging aspirational targets set for most able PP learners. Regular learning walks, data analysis and book scrutiny to monitor their attainment.</p> | <p>Most of the gaps between our PP learners and others nationally started to close. However, many of the more able PP learners did not reach their full potential and very few reached the higher standard. In writing and maths only 6% achieved Greater Depth (GD) and no PP pupils achieved GD in Grammar, Punctuation and Spelling (GPS).</p> | <p>The school will trial new strategies in 2018/19 to ensure the higher ability PP learners achieve GD.</p> |

| <b>ii. Targeted support for pupil premium students.</b>   |  | <b>Total cost = £30,000</b>  |  |
|---|--|--|--|
| <p><b>READING</b><br/>More PP pupils to have a reading age that matches their chronological age.</p> <p><b>WRITING</b><br/>To improve the knowledge of the English department staff.</p> <p><b>MATHS</b><br/>To implement the Maths Mastery strategy to improve maths outcomes for all.</p> | <p>Provide a wide range of opportunities for PP learners to strengthen their reading skills e.g. paired, guided and peer reading.</p> <p>English department staff received training, so a new spelling programme could be implemented.</p> <p>School took part in EEF research project involving improving literacy through reciprocal reading and this was introduced throughout school.</p> <p>Maths lead staff to complete training and disseminate information, resources and share good practice. Small group interventions and booster groups set up for PP learners to improve their mathematical skills and knowledge.</p> | <p>This has helped most PP learners to decode and understand what they have read. However, the percentage of Year 6 PP learners reaching the expected standard in reading fell from 62.5% in 2017 to 61% in 2018. The percentage of Year 6 PP learners reaching the expected standard in GPS improved from 62.5% in 2017 to 67% in 2018.</p> <p>The percentage of Year 6 PP learners reaching the expected standard in writing improved from 62.5% in 2017 to 67% in 2018.</p> <p>The percentage of Year 6 PP learners reaching the expected standard in maths improved from 50% in 2017 to 61% in 2018.</p> | <p>To further reduce the within school gaps in progress and attainment we will provide more targeted support for PP learners in lessons and ensure all staff make use of the new PP pen portraits on Google Drive so they can tailor their support to overcome barriers to learning.</p> |
| <b>iii Other approaches to improve the attainment and progress of pupil premium students.</b>   |  | <b>Total cost = £22,450</b>  |  |
| <p><b>ATTENDANCE</b><br/>Improve attendance of PP learners.</p>   | <p>PP Leader to work closely with EWO, parents and school staff to ensure attendance issues are picked up early and acted upon. Weekly monitoring.</p>   | <p>Both the absence rates and persistent absence rates of PP learners increased this year and persistent absence rate of 16.4% was well above the national benchmarks of 11.1%</p>   | <p>More needs to be done to reduce the PP PA rate in 2018 to 2019.</p>   |
| <p><b>ENGAGING PARENTS</b></p>  | <p>Meetings with Y5 parents to complete pupil passports for disadvantaged learners and identify support needed to progress learning outcomes. Help parents to feel more comfortable about visiting the school so they are more likely to attend parents evening and other school events.</p>   | <p>All Year 5 PP passports completed.</p>  | <p>Successful strategy, so we will extend this practice to other year groups in 2018/19.</p>   |

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| <p><b>RAISE ASPIRATIONS</b></p> | <p>Enable PP learners to be involved in enrichment and extra-curricular activities. Subsidise or pay for activities and where required provide a taxi service home.</p> <p>Some PP learners had support from sixth form students to support and encourage them to aim higher</p> | <p>Participation rates of PP pupils improved, and self-esteem and motivation levels raised.</p> | <p>Most strategies were successful and will continue in 2018/19. However, the 6<sup>th</sup> form support will not be happening as the high school needs their post 16 students to focus on their own studies.</p> |
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| <p><b>8.Additional detail</b></p>  |
| <p>For additional information and evidence relating to this strategy statement please see our website and our Post Ofsted Action Plan.</p> |