Whytrig Middle School - Pupil Premium Information - 2016-17 Review and 2017-2018 Strategy

1. Summary information			
Total number of pupils	217	**Number of pupils eligible for pupil premium funding**	66 (30.4% of total on roll)
Number of pupil premium children in each year group: Y5=14; Y6=19; Y7=16; Y8=17			
Total pupil premium budget:	£82,450	**Amount per pupil:** Y5/6=£1,320; Y7/8=£935; Armed Forces=£300; CLA=£1,900	
Date of external pupil premium review: tbc		**Dates of internal termly reviews:** 28 November 2017; 20 March 2018; 10 July 2018	

2. End of Key Stage 2 (Y6) 2017 Attainment Figures and Progress Key Stage 1 to Key Stage 2		
	Attainment of our Y6 pupils eligible for pupil premium funding (24 pupils)	*Provisional national averages for others nationally*
% reaching expected standard in Reading, Writing & Maths **% reaching a high score/working at greater depth in Reading, Writing & Maths**	38.9% 0%	61% Not currently available
% reaching expected standard in Reading **% reaching a high score/working at greater depth in Reading** **Progress scores**	66.7% 5.6% Not currently available	71% 25% Not currently available
% reaching expected standard in Writing **% reaching a high score/working at greater depth in Writing** **Progress scores**	66.7% 22.2% Not currently available	76% 18% Not currently available
% reaching expected standard in Maths **% reaching a high score/working at greater depth in Maths** **Progress scores**	50% 11.1% Not currently available	75% 23% Not currently available

3. Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018	
A.	The attendance of our disadvantaged pupils is not meeting school targets
B.	Some parents do not support home learning well and do not engage with school in supporting their children.
D.	The proportion of disadvantaged children meeting expected standards in Reading, Writing AND Maths at the end of KS2 is too low.
E	Low self-esteem and low aspirations of some disadvantaged children.

4. Outcomes and success criteria for Summer 2018	
A.	**End of KS2 (Y6) % of disadvantaged children to achieve expected standard:** Reading 75%, Writing 75%, Maths 75%; Combined RWM 70%. The combined RWM target for pupils not eligible for pupil premium funding is 80%.The gap between our disadvantaged pupils and others nationally to close significantly.
B.	**End of Y7 % of pupil premium to achieve expected standard:** Reading 75%, Writing 75%, Maths 75%; Combined RWM 60%. The combined RWM target for pupils not eligible for pupil premium funding is 70%.
C.	**End of Y8 % of pupil premium to achieve expected standard:** Reading 65%, Writing 65%, Maths 65%; Combined RWM 65%. The combined RWM target for pupils not eligible for pupil premium funding is 75%.
D.	**To ensure all of our most able pupils, including those in receipt of pupil premium funding, achieve at or above the higher threshold and are working at greater depth.**

5. Planned expenditure 2017-2018

i. Strengthen the quality of teaching.			Total budgeted cost = £30,000		
Desired outcome	**Actions**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Impact**
To improve the knowledge of the English department staff on the spelling programme to be implemented.	Relevant staff to complete training on the programme and be supported by the English lead in implementing this throughout the year.	EEF research project that school is taking part in.	Regular monitoring of lessons and books. All staff to attend relevant training sessions.	JR	
To implement the Maths Mastery strategy in order to improve outcomes for all pupils within the maths curriculum.	Relavant staff to complete the necessary training. Lead staff to disseminate information, resources and share good practice following training.	Not enough pupils are reaching the expected standard in Maths.	Regular monitoring of lessons and books. All staff to attend relevant training sessions.	VK	
To ensure that all teaching staff are regularly monitoring the interventions and strategies they are using to support the disadvantaged students in their lessons.	Any interventions must be added to the Marksheet in SIMS and kept up to date by all staff. Staff to analyse these following each data pull to check validity and impact and revise if necessary.	Staff need to be aware of their responsibility in raising the attainment and progress of the disadvantaged and the need for them to regularly review their practice.	Regular monitoring of Marksheet through Pupil Passport meetings and updates as well as data analysis following collection of data.	ADa	

ii. Targeted support for pupil premium children.				Total budgeted cost = £30,000	
Desired outcome	**Actions**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Impact**
READING For more disadvantaged pupils to have a reading age that matches their chronological age.	To implement a range of reading strategies such as paired, guided and peer reading which will give the disadvantaged students a wide range of opportunities to read in a number of different context.	Specialist literacy teachers who have worked with specific students in school generally tell us that the more exposure children have to reading regularly, the more they are able to decode and understand what they have read.	Regular monitoring of the strategies, reading age data collected at appropriate points, through reading assessments and TA of pupils.	JR	
WRITING To improve the spelling skills and practices of the disadvantaged pupils.	To run a new spelling programme that will run across all of KS1 and 2 in our partnership schools.	This programme is part of a research strategy for the EEF and will gather evidence to support future work.	Monitoring of lessons and books.	JR	
MATHS To improve the mathematical skills and knowledge of the disadvantaged in order that a higher proportion meet the expected standard	To set up small group interventions and booster groups using specialist teaching staff which are tailored to individual need	Programmes which are being used have had proven impact in previous years.	Analysis of data regularly as well as monitoring the impact in lessons and books.	VK	

MOST ABLE To ensure the MA disadvantaged pupils receive focussed teaching and support in order for them to reach the challenging, aspirational targets set for them.	To use a more able register to ensure that pupils on track to attain higher grades are identified quickly to staff and that appropriate provision is put in place. To identify and provide as many opportunities as possible for pupils in all taught subjects.	Good practice guidance from County Durham Council has shown that this will ensure appropriate progress is made by these pupils throughout their time in the Seaton Valley Federation of Schools and extend their range of talents and abilities.	Analysis of data. Feedback from departments. The provision for 'more able' pupils will be a regular focus in scheduled lesson observations, learning walks, book scrutiny and data analysis, undertaken by senior and middle leaders.	AI	

iii. Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost = £22,450					
Desired outcome	**Actions**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Impact**
ATTENDANCE For the attendance of disadvantaged pupils to meet school targets consistently	Close working with EWO, parents and school staff to ensure that attendance issues are picked up and acted upon early so that a proactive approach is taken rather than a reactive one.	Pupils are unable to learn when they are not in school, therefore we need to ensure we are working hard to promote good attendance by all.	Weekly meeting with EWO to analyse attendance and ensure correct actions are in place.	GS/JS	
ENGAGING PARENTS For all parents of Year 5 disadvantaged pupils to support school in the completion of pupil passports.	SLT to contact parents of Year 5 parents (rolling programme over next 4 years) and arrange a meeting to complete the pupil passport for disadvantaged pupils.	To engage parents in working with school to ensure all of the necessary support is actioned. Once parents feel comfortable in visiting school, they may engage more in parents evenings and other in school events.	Collection of completed passports by October half term for monitoring and quality assurance.	ADa	

RAISE ASPIRATIONS For more of the disadvantaged pupils to have opportunities to participate in IAG and other extra-curricular activities.	Develop a programme of activities that ensure disadvantaged pupils have the opportunity to become involved in enrichment and extra-curricular activities. Continue taxi home service for disadvantaged pupils to enable them to participate in after school activities.	Pupils build self-esteem and motivation to improve when they are able to try activities which take them out of their comfort zone and when they feel valued.	Track participation through intervention/strategy spreadsheet.	SLT	
For disadvantaged pupils to have links with a sixth form student who can support them and encourage them to aim high both in their academic and extra-curricular life.	Appropriate sixth form students identified and a programme set up to ensure regular opportunities for meet. Sixth Form students to have appropriate training by relevant staff to ensure their input is high quality and valuable.	PP pupils in the Middle School can work with successful students still within the federation to see what they can achieve. The EEF believes both collaborative learning and peer tutoring have moderate impact at low cost.	Sixth formers have regular feedback to relevant staff who will oversee the programme. Pupil data and pupil voice will form a large part of measuring impact.	JS/AI	

6. Review of expenditure for previous academic year 2016-2017

i. Quality of teaching for all: to improve the percentage of good and outstanding teaching. Total budgeted cost = £25,000			
Desired outcome	**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)
A. Improve reading and spelling ages for pupils eligible for PP in Y5/6. B. Improve basic numeracy skills in pupils eligible for PP in Y5/6.	Staff development and training where necessary, on high quality feedback to pupils both verbal and in books.	The majority of pupils made pleasing gains in their reading and spelling ages in both Year 5 and Year 6. This is based on data for disadvantaged students alone and therefore has had a very beneficial impact.	The book scrutinies that took place proved effective in highlighting areas of good practice as well and areas for development. These were done in house and alongside the School Improvement Partner who was complementary about our current practice. Therefore we plan to continue this for all pupils in this academic year.
A. Improve reading and spelling ages for pupils eligible for PP in Y5/6. B. Improve basic numeracy skills in pupils eligible for PP in Y5/6.	Staff development and training where necessary, on differentiating in all subject areas to ensure all pupils can access the curriculum.	Close working between English staff and staff in other curriculum areas had a big impact on the quality of written work being produced by pupils in KS2. It was felt this was also beneficial is allowing staff to share ideas on how to differentiate more effectively, in particular with texts and written tasks. The Maths team have worked closely and followed the same strategies for differentiation in all classes which has made movement between sets less stressful for pupils.	Due to the beneficial impact we expect staff to continue using the good practice they have learned.

ii. Targeted support for pupil premium children.			Total budgeted cost = £25,000
Desired outcome	**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)
Improve reading and spelling ages for pupils eligible for PP in Y5/6.	121 and small group provision specific literacy, reading and various other phonic interventions.	The majority of pupils made pleasing gains in their reading and spelling ages in both Year 5 and Year 6. This is based on data for disadvantaged students alone and therefore has had a very beneficial impact.	Due to the positive impact seen, this is a strategy that we plan to continue this academic year.
Improve basic numeracy skills in pupils eligible for PP in Y5/6.	Weekly small group sessions in maths for those identified with a gap in skills and knowledge.	Not enough disadvantaged pupils reached the expected standard in Year 6 and therefore other approaches need to be considered.	Some small group sessions will continue, but using different programmes and approaches to hopefully have a more beneficial impact.

iii. Other approaches to improve the attainment and progress of pupil premium children.			Total cost = £45,000
Desired outcome	**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)
Increased attendance rates	Data and attendance worker employed to monitor pupils and follow up quickly on absences. First day response provision.	Whole school attendance is rising and the Pupil Premium PA rate has significantly decreased on the previous academic year.	Closer working between school and the Educational Welfare Service has been wholly beneficial. The addition of the Data and Attendance worker has improved first day response provision and much closer monitoring of potential PA pupils, meaning intervention is in place to prevent rather than react. This is a strategy we aim to continue using part of the PPG to fund in future years.

Self-esteem and resilience issues addressed.	Identify a targeted social intervention for identified students. Use TAs and Student Support Officer to engage with parents before intervention begins. Develop restorative approaches and focus on positive achievements. Encourage participation in extracurricular activities.	Many of the pupils who participated in such interventions benefitted greatly from them – both those eligible for PP and those who are not. Pupils showed improved resilience and ability to celebrate achievements more willingly.	Due to the beneficial effect, school will continue to develop this strategy in the coming academic year.

7. Additional detail
For additional information and evidence relating to this strategy statement please see our pupil premium policy and our School Development plan for 2017-2018.