

Pupil premium strategy / self-evaluation

1. Summary information					
School	St. Egwin's CE Middle School				
Academic Year	2018-19	Total PP budget	£72,440	Date of most recent PP Review	9/19
Total number of pupils	440	Number of pupils eligible for PP	73	Date for next internal review of this strategy	10/19 & 7/20

2. Current attainment (as of Summer 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in Y6 reading, writing & maths	23%	56% (70%)
% achieving ARE or above in English [GL Y8]	96%	97% (77%)
% achieving ARE or above in Maths [GL Y8]	76%	92% (77%)

1. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The attendance of a small proportion of disadvantaged pupils is less than that of other pupils in the school (PP-nonPP gap: 2.1% school, 3% National).
B.	The behaviour (code of conduct/exclusions) of a small proportion of disadvantaged pupils is worse than that of other pupils in the school. [National from asp on exclusions].
C.	The behaviour (attitude to learning) of a small proportion of disadvantaged pupils is worse than that of other pupils in the school.
D.	The mental health (and additional vulnerabilities) of a small proportion of disadvantaged pupils is worse than that of other pupils in the school.
E.	The underachievement of SEND/PP groups.

Additional EXTERNAL barriers (including issues which also require action outside school, such as low attendance rates)	
G.	Some disadvantaged pupils do not set themselves high enough expectations (includes family attitudes).
H.	The attendance of disadvantaged pupils' parents/carers at information evenings is less than that of other pupils in the school.

2. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Accelerate the closing of the gap in KS2 (especially R, and RWM).	PP pupils make more progress (than non-PP pupils) from the start to the end of Y6 in Eng & Ma so that the gap is closed (measured in SATs and practice SATs tests, and with GL in-to-out data). KS2 results at the end of Y6 show a closing of the attainment gap from 2018 (from 41% to 20%) and the KS1-2 progress gap (RWM from -2.9 to -1.5).
B.	Improve the behaviour of PP children in terms of conduct.	To reduce the number of <u>poor conduct incidents</u> and internal/external exclusions for PP group. To close the gap (PP group to 1.22 times more likely to have significant behaviour issues rather from current figure of 1.45x).
C.	Improve the learning behaviour of PP children.	To reduce the number of poor learning behaviour incidents (pupil diary records). To close the gap (PP group to 1.15 times more likely to have learning behaviour issues rather from current figure of 1.3x).
D.	Identify and support vulnerable pupils (& families).	To increase the number of vulnerable children in PP group receiving bespoke interventions from 15 to 25 pupils.
E.	Improve attendance of PP (and carers at information evenings)	To reduce the attendance gap between PP and non-PP. PP children are 2,5 times a likely to have poor attendance. Reduce this to 1.25 times a likely.

3. Planned expenditure	
Academic year	2018-19
The three headings enable you to demonstrate how you 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	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
KS2&3 rates of progress increase in RWM, with PP gap closed	Introduce PIXL/KS2 tracking tool. Introduce accelerated reader across the school.	Both National and Local evidence exists to demonstrate that PIXL is an incredibly effective and rapid tool for raising attainment in the 30 weeks before SATs. The interventions and tracking methods are effective CPD for TAs. Accelerated Reader is an established whole-school programme with highly persuasive evidence of impact on reading fluency and confidence.	Evidence from RWM tracker. Minutes form KS2 core meetings show focus on supporting PP group. Accel Reader tracking/data.	NP/SP/Core leaders JCr	Weeks 8, 14, 20, 25, July 19.
Supporting vulnerable PP group to improve learning behaviour.	CPD for all staff to raise expectations of all pupils.	We want to support all staff to access the most relevant and up-to-date CPD in order to support accelerated progress. Teacher skills and confidence are said to be one of the most effective ways to raise attainment and progress rapidly. Using John Hattie's research, we have identified in-lesson face-to-face written marking to be the most effective method of increasing progress.	CPD log. Monitoring and Evaluation records.	NP	Summer 19
Supporting vulnerable learners [esp MHealth].	Introduction of mindfulness curriculum and role of MH lead. Including Moodmaster and FuseBoxx.	Creating the right environment in school is vital. Research shows the significant benefits of supporting all learner resilience and MHealth. Mindfulness has been shown to support both of these.	Intervention logs. Pupil voice activities.	CG/ST	Summer 19
Total budgeted cost					£41,900

ii. Targeted support

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
KS2&3 rates of progress increase in RWM, with PP gap closed	All relevant staff receive up-to-date internal & external CPD.	We want to support all staff to access the most relevant and up-to-date CPD in order to support accelerated progress. Teacher skills and confidence are said to be one of the most effective ways to raise attainment and progress rapidly.	CPD log. Lesson observations.	SLT/JCI	July 19
KS2&3 rates of progress increase in RWM, with PP gap closed	Create additional teaching group in each KS year to allow for more mixed ability groups and/or SEND-group	Pupils who have stalled-progress need bespoke 1-2-1/1-2-2 interventions in core subjects to help them to catch up. 3-week, highly specific interventions are at the heart of out SENCO's intervention programme.	<ul style="list-style-type: none"> Tracking. SEND/PP pupil voice activities. 	SP/NW/ SENCO	July 19
Supporting vulnerable PP group to improve learning behaviour, conduct and attendance.	Create the post of PP champion Admin support. To reach out to PP families when issues attainment/ behaviour issues arise.	Engaging families is recognised as a key way of supporting PP pupils in school. By focussing on telephone contact with PP families (for issues, praise and attendance of parents and carers at information evenings) those important relationships will be fostered.	<ul style="list-style-type: none"> Pastoral meeting minutes. Attendance of families at Parents' Evenings. 	CG/XS	Termly
	Create a team of mentors to support learners on a weekly basis.	PP children benefit from consistency of pastoral support. Evidence supports the use of mentors to act as a key worker to help drive pupils' independence and resilience.	<ul style="list-style-type: none"> CPOMs logs. Pastoral meeting minutes. 	GG/NP	Termly
KS2&3 rates of progress increase in RWM, with PP gap closed	Additional literacy and numeracy interventions for PP pupils	Supporting KS3 pupils to catch-up rapidly is one of the most beneficial ways to reduce the disadvantage at KS4.	Tracking. TA impact logs.	SENCO	½ termly
Total budgeted cost					£18,000

iii. Other

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Supporting vulnerable PP group to improve learning behaviour, conduct and attendance.	Support individual pupils to access enrichment activities (e.g. activities week trips, music lessons), to comply with rules (uniform, etc.), access the curriculum (ingredients, materials, books), breakfast club, etc.	Removing 'material' barriers to access both the curriculum and enrichment activities is known to support the child's self-esteem and allow them to feel a member of the school community. Supporting families' requests for help fosters positive relationships.	<ul style="list-style-type: none"> Pastoral logs/meeting minutes. 	CG/NP	July 19
Total budgeted cost					£12,300

3. Review of expenditure 2018-19

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Action	Estimated impact: SC met?	Lesson learned for next	cost
KS2&3 rates of progress increase in RWM, with PP gap closed	<p>Introduce PIXL/KS2 tracking tool.</p> <p>Introduce accelerated reader across the school.</p>	<ul style="list-style-type: none"> Evidence from RWM tracker: PP-nonPP gap in KS2 SATs RWM decreased from 33pp in 2018 to 23pp in 2019. GL data shows: PP attainment in Eng & Ma @ ARE was in excess for national for all pupils (79% for both). PIXL provides an effective forensic tracker. Minutes form KS2 core meetings show focus on supporting PP group. Data drop meetings/mon describe ongoing forensic tracking of PP group. In all year groups, the PP-nonPP attainment gap is half of that seen at the national level in most subjects [EDSAM]. Accel Reader tracking/data. Greater rates of progress for PP (and SEND/PP) children [number of months on reading age]. 	<p>AR has had less impact at the higher end but is a good driver of reading age improvement. Many pupils enjoy reading much more.</p> <p>PIXL being used by the first schools more will support raising attainment. DHT will take the lead on this area to ensure improve capacity for L&M.</p> <p>Foundation subjects continue to show a strong track record of closing the gap. Leadership of all subjects is a key development area.</p>	a.
Supporting vulnerable PP group to improve learning behaviour.	CPD for all staff to raise expectations of all pupils.	<p>CPD log shows access to high quality information on learners' needs.</p> <p>Monitoring and Evaluation: no significant differences seen in learning behaviours between PP and nonPP pupils.</p>	More bespoke work on interventions for a few children who regularly struggle with poor learning behaviours.	b.
Supporting vulnerable learners [esp MHealth].	<p>Introduction of mindfulness curriculum and role of MH lead. Including Moodmaster and FuseBoxx.</p>	<p>MH led appointment made. Action plan in place. We have increased the number of vulnerable pupils (families) receiving support.</p> <p>Mindfulness training to staff and pupils (through the curriculum) in place.</p> <p>WEMWEB scores for pupils receiving bespoke MH interventions show a strong pattern of improved mental health.</p>	Family working increasingly a focus: impact on a family level is more likely to succeed in the long term.	c.
Total budgeted cost				£41,900

Desired outcome	Action	Estimated impact: SC met?	Lesson learned for next	cost
KS2&3 rates of progress increase in RWM, with PP gap closed	All relevant staff receive up-to-date internal & external CPD.	<ul style="list-style-type: none"> • Evidence from RWM tracker: PP-nonPP gap in KS2 SATs RWM decreased from 33pp in 2018 to 23pp in 2019. • GL data shows: PP attainment in Eng & Ma @ ARE was in excess for national for all pupils (79% for both). • PIXL provides an effective forensic tracker. • Minutes form KS2 core meetings show focus on supporting PP group. Data drop meetings/mon describe ongoing forensic tracking of PP group. • In all year groups, the PP-nonPP attainment gap is half of that seen at the national level in most subjects [EDSAM]. • Accel Reader tracking/data. Greater rates of progress for PP (and SEND/PP) children [number of months on reading age]. • Ofsted '19: leaders invest in providing high quality professional development and training for staff. • CPD log: evidences a range of activities for developing TLA. SLT attended disadvantaged learners CPD. 	Use SIMs to monitor the effectiveness of CPD impact.	d.
KS2&3 rates of progress increase in RWM, with PP gap closed	Create additional teaching group in each KS year to allow for more mixed ability groups and/or SEND-group	<ul style="list-style-type: none"> • Timetabling wasn't able to create the flexibility to support this across the school. 	New appointment in 2019 has given us increased capacity to allow for more flexible structures in teaching groups.	e.
Supporting vulnerable PP group to improve learning behaviour, conduct and	Create the post of PP champion. Admin support. To reach out to PP families when issues attainment/ behaviour issues arise.	<ul style="list-style-type: none"> • Pastoral meeting minutes: PP children discussed and action planned at tri-weekly meetings. • Attendance of families at Parents' Evenings encouraged by admin calling home in advance. 	Attendance to be led by AHT not HT. SIMs to be more widely used to track data/trends.	f.

attendance.	Create a team of mentors to support learners on a weekly basis.	<ul style="list-style-type: none"> Mentoring had an insignificant positive effect due to lack of capacity in pastoral structure. 	Mentoring more effective for a smaller group of pupils.	g.
KS2&3 rates of progress increase in RWM, with PP gap closed	Additional literacy and numeracy interventions for PP pupils	<ul style="list-style-type: none"> Increased number of pupils and groups led to operational difficulties in allocating TA time as we had planned. Gains in attainment for PP children were as a result of whole-school strategies rather more than the impact from TAs in wave2 interventions. 	IDL: to explore personalisation of learning using technology.	h.
Total budgeted cost				£18,000
ii. Other approaches				
Desired outcome	Action	Estimated impact: SC met?	Lesson learned for next	cost
Supporting vulnerable PP group to improve learning behaviour, conduct and attendance.	Support individual pupils to access enrichment activities (e.g. activities week trips, music lessons), to comply with rules (uniform, etc.), access the curriculum (ingredients, materials, books), breakfast club, etc.	<ul style="list-style-type: none"> Enabled many PP pupils to attend events, experience enrichment, gain cultural capital, participate with peers through additional bespoke funding. Many families receive food parcels through DT dept. BF club has increased numbers from single figures to 30+ 	SIMs to be more widely used to track data/trends. Advertising the BF club more widely.	i.
Total budgeted cost				£12,300