

Pupil premium strategy statement – St Michael’s Middle School

1. Summary information					
School	St Michael’s CE Middle School				
Academic Year	2018/2019	Total PP budget	£80000	Date of most recent PP Review	July 2017
Total number of pupils	574	Number of pupils eligible for PP	85	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
KS2	<i>Pupils eligible for PP May 2018 (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Percentage of pupil achieving expected standard in reading KS2	55% (12/22)	75%
Percentage of pupil achieving expected standard in writing KS2	68% (15/22)	78%
Percentage of pupil achieving expected standard in maths KS2	64% (14/22)	76%
Average scaled score in reading KS2	102	105.3 (2017)
Average scaled score in maths KS2	101	105.3 (2017)
KS3	<i>PP at St Mics Mean SAS</i>	<i>National Average</i>
Reading – GL TEST	107.1	100
Writing	Teacher assessed but progress at St Michaels can be shown as follows: At KS2 43% of PP pupils got secure or above in their writing At end of Year 8 62% were secure	
Maths – GL TEST	105.4	100

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	KS2 PP pupils at St Michael’s often need to make greater progress than their peers in order to reach ARE/the attainment they should be reaching based on their KS1 results. This is due to some progress in Years 3 & 4 not being consistent with their given KS1 score or in several cases further assessment casts doubt on the validity of the original KS1 Score.
B.	Some current year 7 PP pupils <u>did not</u> make ARE at KS2 when they were targeted ARE and need to catch up Reading = 4 pupils, Writing = 1 , Maths = 2 Some current year 7 PP pupils <u>did not</u> make GD at KS2 when they were targeted GD and need to catch up Reading = 2 pupils, Writing = 1 , Maths = 2

C.	Some children's mental health can be poor leading to decreased self-esteem, resilience and confidence in ability as a learner	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Our FSM PP pupils have significantly lower attendance rates than Non PP.	
E.	Financial constraints mean some PP children do not have access to the opportunities non PP children have such as residential trips and extra-curricular activities.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils of all abilities to make greater progress than non PP in KS2 in order to meet or exceed KS1 targets	Year 5 and 6 PP Pupils will show a greater rate of progress by the end of the year than their peers.
B.	Year 7 pupils who did not reach predicted ARE or GD in KS2 SATs to make accelerated progress in order to get back on their targeted flightpath	Analysis of progress at regular points during year – half termly.
C.	To close the gap between FSM and non FSM attendance	FSM attendance improves and gap between FSM and non FSM is smaller than July 2018 (3.26)
D.	No PP child will be excluded from an activity and all children will be offered equal opportunities in order to develop their self-esteem and confidence with their peers/in social situations.	Tracking of clubs, trips and residential shows PP children are represented proportionately. Strengths and Difficulties questionnaires for PP children show improvement over the year.

5. Planned expenditure					
Academic year	2017/2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils of all abilities to make greater progress than non PP in KS2 in order to meet or exceed KS1 targets Year 7 pupils who did not reach predicted ARE or GD in KS2	Maths, Reading and Writing teachers to set barrier to learning targets to identify the needs of PP pupils in their lessons and action strategies to overcome these barriers/target areas in class. Other subject tutors to access and monitor BTL targets set and where	Initial work with another school driving forward progress using a similar approach. Ofsted Spring 2018 were impressed with our systems and approaches to this strategy.	Clear outline of timings for when reviews will happen. Heads of Maths and English will collate and review the data in order to implement change/provision where nec. Monitoring from SLT and PP lead to ensure planned actions are being implemented.	P. Andrews R.Wallis PP lead.	Half termly SLT review when reviewing data/pupil progress. Termly governor meetings.

SATs to make accelerated progress in order to get back on their targeted flightpath	applicable support these needs in their lessons too.				
	English and Maths lessons in Year 5 and 6 to continue to be extended to 1.5hrs where possible to allow immediate 'catch up/intervention time' to address misconceptions immediately.	The Teaching and Learning Toolkit suggest that regular feedback has a high impact on a pupil's progress. Positive impact in Yr5 and 6 2018/2018.	Heads of Maths and English to lead and monitor	A.Barker/S.Chadwick	Summer 2019
	Extra teachers in Yr6 for Maths and English	EEF research shows that reducing class size has a moderate impact on raising standards.	Heads of Maths and English/SLT to monitor.	R. Jenkinson	Summer 2019
	Mint Class	A good tool used successfully by staff in last two years to ensure PP pupils are identified and carefully seated to meet their needs.	P. Andrews and SLT to monitor during observation cycles.	P. Andrews	Termly
	Parental Engagement – Development of LEARNING LIVE workshops in KS2 Maths to engage parents and encourage outside of school parent and pupil work. Also run sessions with Y4 pupils from first schools in Summer 2018.	PP conference/evidencing of the impact of parental engagement on pupils. Very positive feedback from initial Learning Live session – all parents were keen to attend further sessions.	PP Lead to plan and lead sessions – content to be checked/discussed with Head of Maths	PP Lead	After sessions using google questionnaires.
	Monitoring of Parents eve attendance by PP pupils. Teachers to follow up with phone calls where parents do not attend.		PP Lead to monitor PP attendance at parents eve. Sign in sheet for all parents		After each parents evening
					£28, 000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>PP pupils of all abilities to make greater progress than non PP in KS2 in order to meet or exceed KS1 targets</p> <p>Year 7 pupils who did not reach predicted ARE or GD in KS2 SATs to make accelerated progress in order to get back on their targeted flightpath</p>	<p>Teacher led intervention programme – key Yr6 teachers given extra non contacts to run intervention cycle programme.</p> <p>Extra tuition leaders (qualified teachers) to work on a 1:1/2:1/3:1 basis on specific Maths, Reading or writing targets for 8-10week cycles of 1hr sessions</p> <p>Online home resources –mathletics accounts and possible access to tablets to borrow for this use. 10 x Y6 pupils for Autumn term initially.</p> <p>PP Lead to meet with individual pupils in an ‘advocate/mentor’ role to discuss progress, monitor BTL, ensure use of accelerated reader etc.</p>	<p>Teaching and Learning Toolkits Small grp tuition = +4 months The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>It also states 1:1 Tuition as having a good impact and we have a strong team of experienced teachers we can draw on.</p> <p>Digital technology has shown to have a moderate impact on standards for a moderate cost (EEF)</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Interventions will be designed around PP issues arising from the half termly pupil progress reviews.</p> <p>Similarly, extra tuition will be allocated and targets set after half termly pupil progress reviews.</p> <p>Pupils have regular meeting with PP lead to monitor use/progress and rewards/incentives offered for efforts by individuals.</p> <p>PP Lead to identify priority pupils using distance to target data but aim to meet all KS2 pupils termly.</p>	<p>Subject leads/HOY for Y6 intervention programme.</p> <p>PP lead for allocation of extra tuition hrs.</p> <p>PP Lead</p> <p>PP Lead</p>	<p>Impact of interventions will be reviewed and presented to SLT at data drop points and pupil progress review points half termly.</p> <p>After each cycle of tuition.</p> <p>Initial review after half a term. Program will be able to show progress made online but we will want to review it against our own progress data.</p> <p>Half termly reviews using data from accelerated reading program.</p>
					<p>£29, 000</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To close the gap between FSM and non FSM attendance</p>	<p>Designated attendance HLTA with qualifications in attendance management employed for 2 hours a week to monitor and mentor poor attendees.</p> <p>PP Lead to have focus group of 11 pupils whose attendance is of concern to meet with regularly and run an attendance forum/project and incentive scheme.</p> <p>All FSM pupils to be offered breakfast club if attendance becomes a concern as an incentive for getting pupils to school on time.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Ofsted also state that addressing attendance is a primary step in the use of PP funding.</p> <p>Online research shows that incentives can be a successful way of improving attendance of pupils who are persistently late/absent.</p> <p>Online case studies show breakfast clubs/ before school activities can improve attendance. We have used this strategy for specific individuals previously and attendance has improved.</p>	<p>Weekly reports generated and spreadsheet maintained to track stages of our attendance strategy. Collyn Slade now fully trained and monitoring attendance in order to take action when attendance drops below 95%. FSM attendance closely monitored twice as often (3 weekly) as non FSM. Collyn to action sequence of letters home, attendance officer links etc.</p> <p>L.Howieson to monitor FSM vs all school attendance weekly to monitor improvement. PP Lead and L.Howieson to review pupils half termly.</p> <p>PP lead to use the 'Inclusion expert 360 degree tool' approach.</p> <p>Pupils attending will have their attendance monitored. Correspondence with parents where there are concerns.</p>	<p>Laura Howieson + Jacqui Vine & Collyn Slade</p> <p>L.Howieson &PP Lead</p>	<p>Half termly and final review Summer 2017</p> <p>Termly reporting to Governor.</p> <p>Half termly when looking at attendance figures/reviewing pupils.</p>
<p>No PP child will be excluded from an activity and all children will be offered equal opportunities in order to develop their self-esteem and confidence with their peers/in social situations.</p>	<p>Forest Schools program – PP pupils selected for a 10 week series with Andy Lovering.</p> <p>ELSA/Pastoral provision – we have a dedicated team with given hrs allocated to meeting the needs of individuals through an extensive pastoral support/ELSA program.</p> <p>All PP pupils to be offered support with funding of school trips, music lessons and school uniform and may attend breakfast club for free.</p>	<p>EEF Toolkit: Social and emotional programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p> <p>Ofsted's publication ' The Pupil Premium: An Update' (July 2014) highlighted that many effective schools used PP funding to support children attending educational visits</p>	<p>Clear target set by S.Holman and monitored/fed back on by Forest school lead.</p> <p>Pastoral team have a clear structure of initial questionnaires, logs and record sheets available for all staff to see and monitor online.</p> <p>Pupil conferencing to discuss impact of school trips/activities.</p> <p>Correspondence with parents through PP letter at start of year</p>	<p>L.Howieson S.Holman</p> <p>PP lead</p> <p>Individual subject/event</p>	<p>Pastoral team review termly when reassigning provision.</p> <p>Yearly monitoring of expenditure on music tuition and school trips.</p>

	<p>Various activities and opportunities will arise throughout the year which PP will be chosen to lead/take part in e.g.</p> <ul style="list-style-type: none"> • Supporting a Year4 Maths day • Year 8 to Year 5 Pupil tutoring • Tall ships project • Art sculpture project • PE inclusion events run by academy/county <p>Monitoring of club attendance of PP vs non PP – end of each term.</p>		<p>and other updates when applicable.</p> <p>Provision tracking document including tracking of clubs – monitor proportions of PP attending</p>	<p>lead with support of PP lead</p>	<p>Feedback on effectiveness/impact after events.</p>
					£17,000
Total					£74,000

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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)	Cost

<p>PP pupils of all abilities to make greater progress than non PP in KS2 with a specific focus on Reading</p> <p>Year 7 pupils who did not reach ARE in KS2 SATs to make accelerated progress in order to close the gap.</p>	<ul style="list-style-type: none"> - Pupil progress reviews half termly – teachers to consider PP progress and barriers to learning and action how to address these barriers. - English and Maths lessons in Yr5 and 6 1.5hrs - Extra teachers/ group in Y6 for Maths and English -Mint Class -Parental engagement – 1st Learning Live session, parents’ eve attendance starting to be monitored <p>(See last yrs strategy for more detail)</p>	<p>KS2 SATs results: our Progress for PP in reading and Maths has improved from our 2017 SATs results.</p> <p>Reading (our targeted area) has improved by 3.2 to -1.2 which is better than ‘all pupils’ in year 6 where the progress score was -1.2.</p> <p>Writing progress was also better for PP pupils than all pupils: PP -0.89 vs ALL -0.9</p> <p>Our percentage of pupils attaining ARE and GD has improved for Reading, Writing and Maths for both ALL pupils and our PP pupils. The only acceptance is in Maths where after a very high greater depth percentage of 33 in 2017 we dropped to 27% this year.</p> <p>Year 5 - 3% more pupils are working at secure or above in comparison to last year even though this years’ KS1 results are lower. So attainment is higher but prior attainment is lower so progress overall is even stronger.</p> <p>Parental engagement – The first Learning Live session for a small group of Year 5 parents was a success. 14 parents responded to the questionnaire following the workshop and all said they had used the resources sent home and felt the packs had helped them with supporting their child in Maths. All were interested in attending future sessions.</p> <p>YEAR 7 – see next section</p>	<p>The combination of Maths no problem and longer lessons has definitely proved successful and will be continuing in both Year5 and 6.</p> <p>Parallel top sets will be introduced to target Greater Depth in Year 6 as this was in place in 2017 when our GD results were higher.</p> <p>Learning Live – the session run with Year 5 parents this year will be run with the new year 5s in the Autumn term to get parents on board with how they can help at home sooner in the Year. Pupils will have sessions with Mrs Gould first so they can encourage their parents to attend to see what they have been doing.</p>	<p>£28, 000</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	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)	Cost

<p>PP pupils of all abilities to make greater progress than non PP in KS2 with a specific focus on Reading</p> <p>Year 7 pupils who did not reach ARE in KS2 SATs to make accelerated progress in order to close the gap.</p>	<p>Yr6 intervention programme, extra tuition support in all years, Y6 PP mathletics accounts and early introduction of accelerated reader with mentor for PP pupils.</p>	<p>KS2 SATs results: our Progress for PP in reading and Maths has improved from our 2017 SATs results. Reading (our targeted area) has improved by 3.2 to -1.2 which is better than 'all pupils' in year 6 where the progress score was -1.2. Writing progress was also better for PP pupils than all pupils: PP -0.89 vs ALL -0.9</p> <p>Our percentage of pupils attaining ARE and GD in has improved for all three areas.</p> <table border="1" data-bbox="752 528 1279 871"> <thead> <tr> <th></th> <th>ARE 2018</th> <th>ARE 2017</th> <th>GD 2018</th> <th>GD 2017</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>64%</td> <td>32%</td> <td>14%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>68%</td> <td>55%</td> <td>13%</td> <td>9%</td> </tr> <tr> <td>Reading</td> <td>55%</td> <td>41%</td> <td>27%</td> <td>5%</td> </tr> </tbody> </table> <p>Mathletics accounts – the three pupils not at ARE who were fully engaged with this extra initiative all met ARE. One pupil who used the programmes several times a week exceeded her target of 105 when earlier in the year she had been struggling to reach ARE.</p> <p>Year 7 Of the 13 pupils who did not Reach ARE for Maths at KS2 4 have been given teacher assessments in May of 7S- (secure) and 5 of 7D+ showing that approximately 69% of these pupils are on a good flightpath to reach ARE for these pupils by end of Year 8 if we continue accelerated progress through our interventions. Similarly reading results show 15 did not reach ARE in KS2 SATs. Of those pupils 2 are now 7S and 5 are 7D+ so 47% on track to reach ARE by end of Year 8. Writing: 10 pupils did not reach ARE: 5 now 5D+ (50%)</p>		ARE 2018	ARE 2017	GD 2018	GD 2017	Maths	64%	32%	14%	9%	Writing	68%	55%	13%	9%	Reading	55%	41%	27%	5%	<p>The interventions run by the Year 6 team for our PP pupils and the extra tuition allocated to these pupils has been significant in the accelerated progress made by these pupils. We will continue this next year to ensure our PP pupils make the same or more progress than their peers so that they can met or exceed their targets based on KS1 predictions.</p> <p>Mathletics accounts – the 10 accounts have been transferred to 10 Year 5 pupils already and Mrs Gould will be mentoring/meeting with these pupils as they move into Year 6 to encourage its use as a way of doing extra Maths outside of school. Great to see the initial involvement by some of the focus group chosen to have these accounts.</p> <p>A big focus will need to be put on these Year 7 pupils in Year 8 – as well as those still off track to reach ARE who based on KS1 results should be working at ARE. This will be done through barriers to learning work by teachers and allocation of extra tuition or interventions where appropriate.</p>	<p>£33000</p>
	ARE 2018	ARE 2017	GD 2018	GD 2017																				
Maths	64%	32%	14%	9%																				
Writing	68%	55%	13%	9%																				
Reading	55%	41%	27%	5%																				

iii. Other approaches				
Desired outcome	Chosen action/approach	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)	Cost
To increase attendance rates for PP to over 96%	<p>Designated attendance HLTA</p> <p>Pupil well being lead tracking and monitoring PP attendance vs all.</p> <p>Action taken when attendance drops below 95%.</p> <p>PP attendance tracked twice as often as 'all' attendance.</p>	<p>Close monitoring of PP/FSM vs all pupils/Non FSM has taken place weekly by pupil well being Lead.</p> <p>Individuals have been given free breakfast club or received pastoral support or extra communication with parents with the aim of improving attendance figures.</p> <p>Our PP vs all gap is still closing: Sept 2015 – July 2016: PP attendance 93.29 (Gap vs Non PP = - 3.18) Sept 2016 – July 2017: PP attendance 93.85 (Gap vs Non PP = - 2.21) Sept 2017 – July 2018: PP attendance 93.95 (Gap vs Non PP = -1.05)</p> <p>However, our PP/FSM attendance is still under our target of 96% and as a school attendance is a key target area.</p> <p>Sept 2017-July 2018: FSM 92.26 Not FSM 95.52 DIFFERENCE OF 3.26</p>	<p>We have now trained one of our new office staff members in SIMs/attendance tracking to support us in more regular/closer scrutiny of attendance. All absences have a reason logged on SIMs which enables us to see the full picture for individuals who are of concern.</p> <p>A focus group/forum of approx 10 FSM pupils will be led by the PP lead in Autumn 2018 to look deeper at reasons for lower attendance, solutions and potential incentives.</p> <p>The focus will be on closing the gap between the FMS and non FSM.</p>	£19000

<p>No PP child will be excluded from an activity and all children will be offered equal opportunities in order to develop their self-esteem and confidence with their peers/in social situations.</p>	<p>Forest Schools Program ELSA support Other Pastoral provision Support with school trip funding School uniform support Music tuition support Other projects/opportunities offered to PP pupils e.g. sporting events, art projects, maths day support with first schools</p>	<p>Our Pastoral team use an emotional literacy questionnaire at the start and end of their support which we are able to then use to show the impact support has had which in most cases has been significant. Our Forest schools' teacher also has clear scoring systems to show the development of given skills e.g. team building through the time with him. Pupils have fed back on their enjoyment of extra opportunities offered to them. All PP pupils were offered 50% towards the funding of trip so that they could attend alongside their peers. PP pupils who would not have been able to have music tuition have taken it up and fed back on their enjoyment – 10 pupils currently receiving support with music lesson funding.</p>	<p>Our systems for evaluating impact in pastoral and forest schools will continue to be maintained and developed further – we are happy with our systems and processes here.</p> <p>We will continue to encourage and develop the range of extra experiences on offer to our PP pupils.</p>	
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7. Additional detail

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