

Pupil premium strategy statement (primary)

1. Summary information					
School	Lockyer's Middle School				
Academic Year	2018/19	Total PP budget	£64,625	Date of most recent PP Review	22/3/18
Total number of pupils	469	Number of pupils eligible for PP	64	Date for next internal review of this strategy	March 2019

2. Current attainment			
	<i>Pupils eligible for PP (your school) May 2018 - brackets show whole cohort</i>	<i>Pupils not eligible for PP (national average)</i>	Progress
% achieving in reading, writing and maths KS2	61% (66%)	67% (64%)	
% making progress in reading KS2	72% (79%)	80% (75%)	-2.8 (-3.2)
% making progress in writing KS2	78% (81%)	81% (78%)	-3.7 (-3.8)
% making progress in maths KS2	72% (80%)	81% (76%)	-3.2 (-2.7)

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.	Teaching quality: internal and external review indicates that provision for PP children is not consistently strong.
B.	Low prior attainment: assessment indicates that not all PP children have been attaining as well as their peers.
C.	Prior attainment data indicates that some PP children need to make accelerated progress in order to close the gap to their non PP peers.
D.	Low attendance rates – especially KS3 girls – has a negative impact on learning and social development.
E.	Low self-esteem, confidence and resilience among some PP children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Low attendance rates – especially KS3 girls.
G.	Low pupil and parent aspiration with low parental engagement (60% PP parents attended the last parents' evening against 81% non PP parents). Family finances cause difficulties for some children in accessing appropriate equipment, external activities, uniform and housing.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reduction in the gap between the performance of PP SEND pupils and PP non SEND pupils with a focus on English and maths	Accelerated progress of PP SEND children in comparison with their peers. Gap reduced to <-2% in English and maths.
B.	Reduction in the gap between the performance of PP pupils and non PP pupils	Progress scores of less than -2.5 in reading, -3.5 in writing and -2.5 in maths KS2 reading gap <6% (8%), English SPaG <3% (5%) writing <1% (3%), maths <6% (9%)
C.	Improved attendance of PP pupils	No persistent absentees. <20% PP below 96.1% absence.
D.	Improved attitudes to school among PP pupils	SDQ scores show progress for PP children over the course of the year and over the course of specific interventions.
E.	All PP children will receive equal opportunities to their peers (visits, activities, residentials, music lessons, clubs).	At least proportional take up by PP children compared to their peers in termly participation surveys; active encouragement of PP children and their parents to participate; active monitoring and removal of barriers to PP children's participation.
F.	Improved parental engagement.	Increasing proportion of PP parents attending Parents' Evening during the course of the year. Parents of PP children will be given early access to booking appointments. Monitored via Epraise.

5. Planned expenditure

Academic year

2018/19

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?
Improve the monitoring of PP children and PP interventions.	Introduction of SIMs based monitoring and reporting system in the autumn term.	Evidence from PP reviews and WAT monitoring visits indicates that there is insufficiently rigorous monitoring of the impact of Pupil Premium funding. Clear evidence, involving all staff will ensure rigour and raise the profile of PP provision across the school.	Half termly monitoring of data input and impact of provision through the new system.	R Ettling	Half termly.
Develop challenge for high prior attaining PP children with a specific focus on English.	All teaching staff focus on reinforcing high quality English across the curriculum. Focus Learning Action Groups (FLAG) to include English as part of paired lesson work.	Evidence indicates that some high prior attaining children have made less progress than their peers.	Regular learning walks, formal lesson visits, book reviews and WAT monitoring visits.	M Legge, R Ettling, F Locke, K Whittaker	At each Challenge and Support visit throughout the year.
KS2: all PP children to make sufficient progress to enable them to have a progress score of <-2.5 in reading and maths and <-3.5 in writing at SATs.	All staff to prioritise pre-teaching, support and marking for PP children. Development of Maths No Problem in Year 5 with support from R Wright (AMS). Participation in SSiF maths project.	In addition to attainment and progress data, advice following review from Inclusion Experts and learning walks by senior staff and the WAT CEO indicate that PP children do not make sufficient progress.	Regular learning walks, formal lesson visits, book reviews and WAT monitoring visits. All PP children are targeted as part of performance management.	M Legge, R Ettling, F Locke, K Whittaker, E Crocombe	At each Challenge and Support visit throughout the year and during SLT meetings.
SEND PP children across the school to make accelerated progress.	SEND PP children to be included as target children on performance management targets.	Results indicate that SEND PP children make less progress than their non PP peers.	Monitoring by subject coordinators, PP leads and SENDCO. Discussion at half termly data reviews.	F Locke, E Crocombe, R Ettling, K Whittaker and J Adams	At each data review.

Year 7 PP children to make accelerated progress in English to reduce the gap between them and non PP children.	PP children to be included as target children on performance management targets.	Assessment indicates that PP children performed less well than their peers in English at KS2. Staff will focus on identifying and alleviating barriers to learning for this group of children.	Monitoring by subject coordinators, PP leads and SENDCO. Discussion at half termly data reviews.	F Locke, E Crocombe, R Ettling, K Whittaker and J Adams	At each data review.
Total budgeted cost					£24,000
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?
Year 7 PP pupils who did not reach ARE at SATs to make accelerated progress.	Pupils who have fallen behind will be a target with an emphasis on key underperforming groups.	29% (SPaG), 21% (reading), 29% (maths) of PP children did not reach ARE in their SATS exams and therefore require support to make accelerated progress.	Regular learning walks, book reviews, pupil progress meetings. Key pupils identified at individual staff Performance Management meetings will become part of each teacher's target for the year (November meeting).	Performance managers, R Ettling	At each data drop.
Improved parental engagement from PP parents.	<ul style="list-style-type: none"> B Hall to make individual contact with key PP parents. Class teachers to make individual contact with PP parents not assigned to B Hall. Monitoring of attendance at parents' evening by PP parents. Staff to contact those who do not attend (English/maths/class teacher to be decided on merit by Year Leaders). 	Anecdotally, it has been found that many PP families are hard to engage. This is supported by evidence from the Education Endowment Foundation, "...increasing parental engagement in primary and secondary schools had on average two to three months' positive impact..."	Regular review by tutors, B Hall and subject teachers reporting to R Ettling. Attendance at parents' evening monitored via the Epraise booking system.	R Ettling and B Hall	Weekly briefings from B Hall, class teachers' reports to PP lead, parent evening monitoring in E-Praise.

<p>Improve the attendance of PP children.</p>	<ul style="list-style-type: none"> Breakfast club (including collection from home by the school minibus). Attendance groups: individual targets and rewards given alongside group and individual mentoring. 	<p>Last year, breakfast club improved the attendance of key PP children.</p> <p>In the past, staff and pupils report that this provision provides a more stable start to the day.</p> <p>DfE report, "Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation" indicated a positive impact from the provision of breakfast clubs.</p> <p>Last year, the girls' attendance group resulted in improved attendance for all participants.</p>	<p>Overseen by senior staff following structures established by an experienced teacher last year. No PP child will be a persistent absentee and <20% will have attendance below 96.1%.</p> <p>Weekly reports to SLT and ongoing maintenance of case studies.</p>	<p>M Sanders, R Stowford, K Whittaker, B Hall</p>	<p>At half termly attendance reviews.</p> <p>Half termly attendance reviews.</p>
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Total budgeted cost	£26,000
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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?
<p>Improve the progress and attainment of PP pupils.</p>	<p>In areas where setting takes place, all PP pupils working at a group borderline will moved upwards to provide challenge and raised expectations.</p> <p>Easter School for Year 6 pupils.</p>	<p>PP tend to have lower expectations of themselves. Grouping them with more able pupils is intended to raise their personal expectations.</p> <p>The Education Endowment Foundation suggests that small group tuition has a positive impact for relatively modest expense (+4 months).</p>	<p>Subject leaders and Year Leaders will discuss each move on its merits before discussion with SLT then parents.</p> <p>Delivered by the English and maths leads to ensure high quality.</p>	<p>F Locke, E Crocombe, R Ettling</p>	<p>At each data drop.</p> <p>End of year.</p>
<p>Improve the self-esteem and confidence of PP children.</p>	<p>Continue the role of Pastoral Support Teacher: Individual support on a weekly basis. Regular contact with home. Attendance groups and rewards.</p>	<p>The introduction of this role last year has had a positive impact on the self-esteem and confidence of those vulnerable pupils who have been supported.</p> <p>Significant improvements in attendance have been achieved in the target groups.</p>	<p>B Hall will report directly to senior staff while liaising with tutors and year leaders.</p>	<p>M Legge, R Ettling, F Locke, K Whittaker</p>	<p>Termly</p>

	Drama and yoga lessons. Referral to SEAL/ELSA.	The Education Endowment Foundation reports that social and emotional development impacts positively on attainment (+4 months).			
Improve PP view of school/themselves as learners.	Implement SDQ survey across key groups (all of B Hall's groups, PP participants in key interventions).	PP children in the 2017/18 survey showed a slightly less positive views of school among PP than non PP pupils.	Monitoring of results of SDQ surveys to ensure improvement. Assess continuation/repetition or modification of interventions as appropriate.	R Ettling, K Whittaker	Termly
All PP children will receive equal opportunities to their peers (visits, activities, residential, music lessons, clubs).	Tracking of take up by PP children; active encouragement of PP children and their parents to participate; active monitoring and removal of barriers to PP children's participation. Payment for PP pupil's music lessons, visits and reduction in the cost of residential visits.	Analysis of participation in 2017/18 PASS survey indicated inconsistent take up across the whole range of activities offered.	All staff running activities will report on PP uptake to the PP lead.	All staff, R Ettling, K Whittaker	Termly
Improve the behaviour of PP pupils.	Tutors and Year Leaders focus on behaviour of key PP children.	The Education Endowment Foundation and NFER have found that behaviour interventions have a positive impact on raising standards and removing barriers to learning (+3 months).	Behaviour monitoring through SIMs. Reduction of incidents of poor behaviour among PP children by 25%.	Year Leaders	Termly
Continue to work with Corfe Mullen Food Bank.	Distribute Food Bank vouchers to all PP families in December 2018 and March 2019.	Anecdotal evidence from some families indicates significant hardship at these times is a barrier for some PP children.	Timely distribution in a tactful and non-judgemental manner.	SLT/office	December 2018 and March 2019
Provide a safe lunchtime environment.	Maintain "The Hub" at lunchtime.	Regular attendance of key vulnerable pupils in 2017/18 resulted in a reduction in the number of incidents in which these children needed support following issues with their peers.	Regular drop-ins by SLT.	J Adams/R Ettling	Ongoing and at individual pupil reviews.
Provide a quiet space, adult support and computer access for completion of homework.	Maintain lunchtime homework club.	The Teaching Schools Council indicates that a lack of suitable space and support to complete homework can be a barrier to learning.	Monitor the proportion of PP to non PP children accessing the club.	J Adams/R Ettling	Termly
Total budgeted cost					£15,000

6. Review of expenditure

Previous Academic Year

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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk