

Pupil Premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Lockyer's Middle School				
Academic Year	2019/20	Total PP budget	£53,350	Date of most recent PP Review	Summer 2018
Total number of pupils	447	Number of pupils eligible for PP	41 PP 9 Service (9 PP are SEND plus 3 SEND Service children)	Date for next internal review of this strategy	Spring 2020 <i>Through External Challenge Partner Review On-going through Monitoring and review cycle</i>

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above at K.S.2 in reading, writing & maths	58%	69% (LMS) 70% (National 2018)
% making expected progress in reading (as measured in the school)	Year 6 GL - 92% Year 8 GL - 80%	Year 6 GL - 86% Year 8 GL - 74% (LMS)
% making expected progress in writing at K.S.2 (as measured in the school)	58%	41% (LMS)
% making expected progress in mathematics (as measured in the school)	Yr6 GL - 92% Yr8 GL - 67%	Yr6 GL - 84% Yr 8 GL - 78% (LMS)

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Quality of Teaching: internal and external review indicates that provision for PP children is not yet consistently good.
B.	Attainment of PP children at ARE and GD is not yet as good as it is for non-PP pupils, in particular Year 7 ARE and GD for both reading and maths; and Year 8 ARE reading.
C.	Progress of PP children in reading and maths in the current year 7 is below that of the rest of the cohort.
D.	Expected progress in reading for current year 8 is below that of the rest of the cohort.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

E.	Low self-esteem, confidence and resilience among some PP children.
F.	Persistent absence for key PP pupils is impacting upon achievement
G.	Low pupil and parent aspiration with low parental engagement. Family finances cause difficulties for some children in accessing appropriate equipment, external activities, uniform and housing.

4. Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	<p>Key Stage 2 progress scores for Pupil Premium children will improve.</p> <p>Reduction in the gap between the performance of PP pupils and non PP pupils with a focus on reading in all year groups and maths in the current year 7.</p>	<p>PP maths progress score < -1.5 (no more than 0.5 greater from non PP)</p> <p>PP reading progress score of < -1.5 (no more</p>
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		<p>than 0.5 greater from non PP)</p> <p>Expected progress for PP pupils in GL tests will be no greater than 10% different (representative of approximately 1 child per year group)</p>
B.	Improve the progress of PP SEND pupils with a particular focus on reading and writing	<p>Individual progress scores for PP SEND pupils at year 6 will show improvement</p> <p>GL scores will demonstrate PP SEND pupils making at least the same expected progress as other SEND pupils</p>
C.	Improved attendance of PP pupils	Attendance for PP pupils to increase to >95.5% Amount of PP pupils with attendance below 96.1% to drop to <25%. Less than 10% of PP will be on the persistent absentees list.
D.	Improved attitudes to school among PP pupils	PASS scores show progress for PP children over the course of the year
E.	Improved parental engagement	Improved attendance of PP pupils' parents at Parents' Evenings. 100% uptake of spending for our PP offer and meetings with key staff to discuss.

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	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
Introduction of SIMs-based monitoring and reporting system in the autumn term.	Improve the monitoring of PP children and PP interventions.	<p>Challenges to learning implemented to ensure all staff are aware of some of the particular needs of PP pupils and strategies for how staff can help these pupils to overcome their barriers.</p> <p>SIMs PP monitoring system is in place so staff can check pupils' Challenges to Learning.</p> <p>This was supported by staff making notes about specific work done with PP children on the same document ready to feed into a report available for all PP children. However these have not been used effectively and so have not had impact.</p> <p>Summer term: new Challenges to Learning created based on models provided by SLT.</p>	<p>Challenges to learning need to be further embedded with all staff and Year Leaders need to ensure that PP Champions are checking with their focus pupils that they have the necessary equipment to help with this task. All book scrutinies, lesson observations and pupil interviews must be conducted in conjunction with Challenges to Learning.</p> <p>Challenges to learning for all PP and SEND pupils will be created in a booklet together and appropriately colour-coded so staff are aware of individual needs. Ensure these are reviewed every term.</p> <p>A more effective system for recording information about specific work done with PP children and conversations had with both themselves and their parents will be developed for 2019/20. By doing this it will allow all staff to have access to up to date information about each PP child. Support and intervention can then be put in place as required.</p>	<p>£1,000</p> <p>Day of Supply per head of year and the Deputy Head</p>
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.	Develop challenge for high prior attaining PP children with a specific focus on English.	<p>FLAG groups were not embedded and instead a greater emphasis has been placed on using the Trust resources to focus on CPD including using Inclusion Experts, Maths No Problem and RME.</p> <p>All PP children's maths and English books are reviewed at every weekly planning meeting to ensure consistency of</p>	<p>A continued focus on CPD will continue as this has allowed improvement in teaching for all pupils as well as skilled staff on how to ensure they focus on vulnerable pupils. This could be developed through Performance Management targets.</p>	<p>£6,000</p> <p>MNP resources</p> <p>£6,000</p> <p>MNP workbooks</p>

		<p>provision and suitable challenge for the more able individuals. Book reviews, learning walks and formal lesson observations indicate greater consistency of offer and appropriate feedback. HPA PP children's progress in writing was -0.06 and when one key pupil's data is removed from this it becomes +1.59 ave SS: 105</p> <p>HPA reading progress is -4.83 and when the same pupil's data is removed it becomes -2.97 ave SS:102.25</p> <p>The 2 year 8 PP HPA pupils in maths (based on GD in sats) made expected progress.</p> <p>The 1 Yr8 PP HPA pupil in English (based on GD in sats) made expected progress.</p>		<p>, textbooks and online subscription</p> <p>2 day per week SLE support £2,000</p> <p>Inclusion Experts training, resources and supply £1,500</p> <p>RME training supply costs</p>						
<p>All staff to prioritise pre-teaching, support and marking for PP children. Development of Maths No Problem in Year 5 Participation in SSiF maths project.</p>	<p>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.</p>	<p>Maths Progress in 2019 -3.16 compared to a non-PP figure of -2.04</p> <p>Reading progress in 2019 -3.97 compared to a non-PP figure of -3.93</p> <p>Writing Progress in 2019 0.9 compared to a non-PP figures of -1.89</p>	<p>Writing figures within target zone. More work on PP reading and maths needed in current year 7.</p>	<p>See MNP costs above.</p>						
<p>SEND PP children to be included as target children on performance management targets.</p>	<p>SEND PP children across the school to make accelerated progress.</p>	<p>4 Year 6 pupils are both SEND and PP their progress scores were:</p> <table border="0"> <tr> <td>reading -15.96 (-DC = -2.93)</td> <td>Rest of cohort -3.88</td> </tr> <tr> <td>writing - 0.94 (-DC = 2.07)</td> <td>-1.67</td> </tr> <tr> <td>maths - 2.76</td> <td>-2.07</td> </tr> </table>	reading -15.96 (-DC = -2.93)	Rest of cohort -3.88	writing - 0.94 (-DC = 2.07)	-1.67	maths - 2.76	-2.07	<p>These pupils must continue to be a focus through use of challenges to learning reviewed as part of new pupil progress meetings. They must also be discussed as part of the PM review cycle as well as individual teachers discussing their `championed pupils`.</p>	
reading -15.96 (-DC = -2.93)	Rest of cohort -3.88									
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ii. Targeted support				
Action	Intended outcome	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>B Hall to make individual contact with key PP parents.</p> <p>Class teachers to make individual contact with PP parents not assigned to B Hall.</p> <p>Monitoring of attendance at parents' evening by PP parents. Staff to contact those who do not attend</p>	<p>Improved parental engagement from PP parents.</p>	<p>47% of PP children's parents made appointments for the autumn term and 53% in the spring term (77% of non PP children's parents made appointments).</p> <p>In the spring term, 48% of PP parents attended their booked appointments . This compares with 31% of PP children's parents making appointments for the spring term parents' evenings in 2018 (52% increase).</p>	<p>Ensure attendance at parent's evening is logged efficiently. Tutors to call to invite PP parents if no form completed.</p> <p>Phone appointments at a convenient time for PP parents. Opening up appointments to PP parents 48 hours earlier to ensure they can get required slots.</p> <p>SLT to log which parents attended parent's evening and which were conducted over the phone. Ensure all PP parents have contact from school regarding their child's progress and challenges to learning.</p>	<p>£14,600</p>
<p>Breakfast club (including collection from home by the school minibus).</p> <p>Attendance groups: individual targets and rewards given alongside group and individual mentoring.</p>	<p>Improve the attendance of PP children.</p>	<p>Breakfast Club - 9 of 17 (53%) invited members are PP.</p> <p>Attendance Groups - Termly reviews have allowed some pupils to 'graduate' from the attendance group for having 100% attendance during their time in the group. These pupils continue to be monitored.. Where low attendance in other pupils has been identified these are then invited to attend the group which has had a positive impact on all pupils' attendance.</p> <p>Removing 2 outliers from the same family (CP & RP), the end of summer 1 attendance for PP children was 95.5% (93.4% with outliers) which is an improvement on the previous 2 years (94.1% in 2018, 92.6% in 2017)</p> <p>Only 17.% of all pupils below 96.1% were PP. 39% of PP have a percentage absence below 96.1%.</p> <p>47% of persistent absentees were PP, 14% of PP have a percentage absence below 90%</p>	<p>Breakfast club to be continued for 2019-2020</p> <p>Ensure SLT check which pupils are invited to attendance groups and data to be tracked throughout year to allow groups to be fluid but ensure attendance does not drop again for those that leave the group.</p> <p>Tracking of pupils who attend these groups to be added to google docs to ensure key staff members have access to updated information.</p>	<p>£5,000</p>

iii. Other approaches				
Action	Intended outcome	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
Continue the role of Pastoral Support Teacher: Individual support on a weekly basis; regular contact with home; attendance groups and rewards. Implement SDQ survey across key groups	Improve the self-esteem and confidence of PP children.	52% of PP pupils are seen by BH or attend an activity she has set up with an external agency at least once every 2 weeks.	This role is invaluable in supporting some of our most vulnerable pupils in school and will continue however more work could be done on how key information is shared with SLT and Year Leaders/PP Champions.	£14,600
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.	All PP children will receive equal opportunities to their peers (visits, activities, residential, music lessons, clubs).	<p>Participation in extra-curricular clubs and activities - Year 5: 100% of PP pupils took part in at least one activity compared with 98% of all. Year 6: 100% of PP pupils compared with 99% of all. Year 7: 100% of PP pupils compared with 94% of all. Year 8: 90% of PP pupils compared to 89% of all.</p> <p>Residential Visits - 9 children out of 108 (8%) (14 PP in Y6) going on the Okehampton residential visit and 10 children out of 79 (13%) (20 PP in Y8) going on the Mill-on-the-Brue residential visit have received a £100 reduction in the cost in order to make the visits accessible to them.</p> <p>Music Funding - 3 PP children have received funding from the Ed Kent Trust, arranged by school, to enable them to continue to access musical instrument lessons.</p> <p>Theatre visit - My Fair Lady, November 2018: 15 pupils attended, 60% were PP, the remainder pupils with other vulnerabilities.</p>	Uptake on these offers has been positive and will be continued where possible.	<p>£1900</p> <p>£105</p>

		<p>Drama Group - Oct-Dec 2018: 16 pupils attended, 75% were PP, the remainder pupils with other vulnerabilities. All reported enjoying the sessions.</p> <p>Yoga Group - Jan 2019 to date: 7 of 15 pupils are PP (47%).</p> <p>Swimming - offer of funded 5 lesson course. 12 families were sent access to the funded course letter. 4 booked immediately. Follow up letter to the other 8 was sent 11/2/19 and 7 children attended. £15 per pupil</p>		<p>£225</p> <p>£105</p>
Tutors and Year Leaders focus on the behaviour of key PP children.	Improve the behaviour of PP pupils.	In years 6 and 7 the number of incidences of poor behaviour involving pupil premium children logged on SIMS has dropped since December.	There are a small number of key PP children for whom detentions do not seem to be having an impact on improving low level behaviour issues. These children should be targeted by Year Leaders and Pastoral Support and other strategies used to ensure behaviour improves.	
Distribute Food Bank vouchers to all PP families in December 2018 and March 2019.	Ensure PP children have access to a healthy and varied diet	<p>Little feedback is received about this potentially sensitive action. However, anecdotal evidence from the Food Bank indicates that some families are making use of this support. The school regards this as a valuable support for vulnerable families but cannot be certain how much it is used.</p> <p>4 PP children accompanied the delivery of Lockyer's contribution to the Food Bank in October.</p>	To be continued in 2019-2020	
Maintain "The Hub" at lunchtime. Maintain lunchtime homework clu	Provide a safe space for pupils to eat, relax and be able to complete work	<p>In the last month 26% of Pupil Premium pupils have attended homework club. 20% of PP pupils attend more than once a week.</p> <p>Additional homework support is provided during Friday tutor time to 3 pupils, two of whom are PP.</p>	Both 'The Hub' and Homework Club to be continued. Track PP homework issues with Year Leaders for next year. Where do we need to target support?	<p>£3,000</p> <p>£3,000</p>

6. Planned expenditure

Academic year

2019-2020

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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to develop quality First teaching through CPD and a focus upon: -Maths No Problem -RME -vocabulary -[oracy] -TAs -reading	improve achievement for all pupils	Feedback from in-school, trust and external agencies (including inclusion experts) has indicated that the needs of all pupils (including PP) are not being met.	CPD outline for the year to be planned out including use of directed time for collaborative planning. Half termly learning walks as well as formal lesson observations will ensure the needs of all groups are being met.	SLT K. Whittaker	In accordance with Whole School Monitoring and Review Schedule As specified on the School Action Plan 2019-2020 See associated MNP costs above
Continue to provide 5 groups for KS2 maths and English	Smaller groups will allow staff to focus on PP pupils whilst delivering quality first teaching to all.	Results indicate that SEND PP children make less progress than their non PP peers. Ensuring there are small groups of less able pupils in both English and maths means that we will be able to target these pupils more effectively.	Regular learning walks, formal lesson visits, book reviews and WAT monitoring visits. Monitoring by subject coordinators, PP leads and SENDCO. Discussion at half termly data reviews.	SLT K. Whittaker	In accordance with Whole School Monitoring and Review Schedule £28,000
Accelerated Reader to be established for all year groups.	To introduce a whole school approach to promoting a love of reading and securing	The progress of pupils in reading including Pupil Premium pupils is a whole school priority. This approach is proven to impact upon progress when reading,	Designated timetabled time will be provided with adult support for vulnerable pupils to regularly read and test against specifically targeted	F. Locke and K. Whittaker	As specified on the School Action Plan 2019-2020

	Improved parental engagement	Vulnerable pupils will continue to have weekly/fortnightly conversations with the Pastoral Support Teacher who will continue to identify appropriate activities or interventions, such as yoga (£30 per session - £450 a term), swimming lessons and music lessons in order to support these pupils.	A more formal system of recording and monitoring the impact of these sessions will be developed.		An additional budget heading of £5,000 is provided for the pastoral Support Teacher and PP lead to use to provide additional opportunities across each academic year
Heads of Year to listen to PP children read during leadership time	Areas of weakness will be more easily identified and interventions can be used to help pupils. Pupils will develop more confidence in reading aloud.	Reading progress scores for PP children low, especially PP SEND (see above) Many PP children have low self esteem and do not have the opportunity to read out loud to an adult.	Google doc will be used to record each child's reading sessions identifying areas of development where necessary such as word recognition, recall and inference.	K. Whittaker Heads of Year	During Head of Year meetings (monthly discussion of reading)
PP parents to be invited to parents' evening 48 hours prior to the rest of school PP parents will be contacted over the phone by tutors if they do not attend parents evening at least twice a year to discuss progress and attitudes to learning.	Greater parental engagement in school life. Stronger home-school links/communication.	Evidence from the Education Endowment Foundation states that, "...increasing parental engagement in primary and secondary schools had on average two to three months' positive impact..."	Google doc/epraise will be used to log parental attendance at each parents evening. Year Leaders to collate a list of PP non-attendees in order to allow tutors to organise phone calls. Outcomes of these will also be recorded on google doc.	K. Whittaker K. Coker Year Leaders, tutors	Review uptake after October parents' evening and make further plans
PP parents will have the choice of how to spend £100 in order to support the learning and/or wellbeing of their child each school year. They will also be offered an	Improved attitudes to school Improved attendance Improved parental engagement	Some parents are not taking up the current support and activities being offered and so are not using their entitlement. Parents taking more responsibility and having to come in for meetings will improve home-school links.	Letter to go out to all PP parents to explain. Call home if no correspondence within the first half term. Either face to face or telephone meetings with parents will ensure that the money will be appropriately spent for the child's individual needs.	K. Whittaker B. Hall Year Leaders	Review after October half term in order to identify those families who need support in accessing the fund.

additional £50 in Years 6 and 8 to support paying for the residential trip.		Pupils will have access to necessary equipment and have access to the same opportunities as their peers.			
Distribute Food Bank vouchers to all PP families Invite all PP children to Breakfast Club KS3 PP pupils to be provided with a healthy snack at break time.	Ensure PP pupils have access to a healthy and varied diet.	DfE report, "Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation" indicated a positive impact from the provision of breakfast clubs. Due to changes in the school day meaning lunch is now at 13.20 for KS3 pupils, it is a long time for pupils to have gone without food since break time and some may not have eaten breakfast resulting in lower levels of concentration.	PP information pack to be sent to parents to make them aware of PP offer at Lockyer's Middle. Tutors to discuss any non-attendees at Breakfast Club at October Parents' Evening with any PP parents in their class.	B. Hall/ K. Whittaker Tutors M Sanders R Stowford	£4,100 for £100 offer £1,400 for residentials Breakfast Club and KS3 snacks- £6,450
Total budgeted cost					£31,550
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maintain 'the Hub' and homework club at lunchtimes	Fewer incidences of PP pupils not completing homework or getting into behavioural issues during lunchtimes	The Teaching Schools Council indicates that a lack of suitable space and support to complete homework can be a barrier to learning.	Use Year Leader homework tracker to identify those PP pupils who are consistently failing to hand in homework or where standards fall during the year. Tutors and Year Leaders to ensure that these pupils are attending homework club Tutors and Heads of Year to identify PP pupils who would benefit from 'The Hub' and drop in to ensure attendance and participation.	L. Evans, K. Stark, M. Pressling, G. West, K. Whittaker Tutors	During Head of Year meetings (monthly discussion of PP homework) £3,000 Homework club £3,000 The Hub

All PP pupils within catchment will be offered minibus pick up each morning.	Improved attendance	Improved attendance of the 7 PP children who have been using this service over the past year e.g. JE improved from 86.6% in 2018 to 97.1% in 2019.	Phone calls made to PP parents with follow up letter. Monitor uptake throughout the year and appropriate information recorded on information logs.	B. Hall, K. Whittaker	Half-termly after attendance data review.
To use SLT Admin support to complete termly participation surveys and complete analysis to target areas for further improvement and to celebrate success	To be able to accurately identify and target areas for improvement and support for individual pupils and specific groups	In previous years support has not always been reviewed regularly enough and has not provided opportunities to learn lessons and take action quickly enough. Termly review by K. Whittaker and Heads of Year will improve participation for PP children.	Termly SIMS recording by class tutors Analysis termly by K. Coker Termly review by K. Whittaker and Heads of Year. SLT approve additional opportunities	K. Whittaker Heads of Year K. Coker	Termly
Total budgeted cost					£6,000

7. Additional detail

A new Senior Leadership Team was established for September 2019 as the previous Deputy Headteacher left their post. As part of this change a member of the Senior Leadership Team took responsibility for leading Pupil Premium provision across the school. This Action Plan and Review was produced by this new lead.