

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Lockyer's Middle School
Pupils in school	440
Proportion of disadvantaged pupils	8.6%
Pupil premium allocation this academic year	£53,350
Academic year or years covered by statement	2019-20
Publish date	January 2020
Review date	December 2020 <i>(Data review September 2020)</i>
Statement authorised by	Mr M. Legge
Pupil premium lead	Mrs K. Whittaker
Governor lead	Mrs E. Turner

Disadvantaged pupil performance overview for last academic year

% achieving expected standard or above at KS2 in reading, writing and mathematics	58%
% making expected progress in reading	Year 6 GL – 92% Year 8 GL – 80%
% making expected progress in writing at KS2	58%
% making expected progress in mathematics	Year 6 GL – 92% Year 8 GL – 67%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Reduction in gap between performance of PP pupils and non PP pupils with a focus on reading in all year groups and maths in current year 7.	PP maths score <-1.5 (no more than 0.5 greater than non PP) PP reading progress score of <-1.5 (no more than 0.5 greater than non PP) Expected progress for PP pupils in GL tests will be no greater than 10% different.	September 2020
Improve progress of PP SEND pupils with a particular focus on reading and writing.	Individual progress scores for PP SEND at Year 6 will show improvement. GL scores will demonstrate PP SEND pupils making at least the same expected progress as other SEND pupils.	September 2020
Improve attendance of PP pupils.	Attendance to increase to >95.5%. Amount of PP with attendance below 96.1% to drop to <25%. Less than 10% of PP pupils will be on the persistent absentees list.	September 2020
Improved attitudes to school among PP pupils	PASS scores show progress for PP pupils over the course of the year.	September 2020
Improved parental engagement	Improved attendance of PP pupils' parents at Parents' Evenings.	September 2020

Teaching priorities for current academic year

Measure	Activity
Priority 1	Continue to develop Quality First Teaching through CPD and a focus upon: <ul style="list-style-type: none"> - Principles of Teaching and Learning - Maths No Problem - RME - Vocabulary - TAs - Reading
Priority 2	Accelerated Reader to be established for all year groups.
Priority 3	Provide targeted intervention for Year 6 reading and maths in small groups.
Priority 4	Provide effective, verbal feedback to PP children.
Barriers to learning these priorities address	<p>P1 - 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.</p> <p>P2 and 3 - Results indicate that reading needs to be a priority their non PP peers. Ensuring there are small intervention groups of less able pupils in both English and maths means that we will be able to target these pupils more effectively alongside Accelerated Reader.</p> <p>P4 – This feedback will be frequent and personal allowing PP pupils to overcome misconceptions, fill gaps and understand their next steps.</p>
Projected spending	£33,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to embed Challenges to Learning as a tool to be used by all staff
Priority 2	Continue the role of the Pastoral Support Teacher.
Priority 3	Heads of Year to listen to PP children read during leadership time.
Priority 4	PP parents to be invited via a phone call to parents' evening 48 hours prior to the rest of the school.
Barriers to learning these priorities address	<p>P1 - Evidence from PP reviews and WAT monitoring visits indicates that staff are not planning and teaching for the needs of individual PP children. Raising the profile of PP children and ensuring Challenges to Learning are addressed (through lesson observations, learning walks and book scrutinies) will improve their outcomes.</p> <p>P2 - 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, in order to support these pupils' wellbeing, developing improved attitudes to learning.</p> <p>P3 - Reading progress scores for PP children low, especially PP SEND</p> <p>P4 - 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..."</p>
Projected spending	£31,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Distribute food bank vouchers to all PP families, invite all to Breakfast Club and KS3 pupils to be provided with a healthy snack at break time.
Priority 2	Maintain the `Hub` and homework club at lunchtimes.
Priority 3	All PP children within catchment will be offered minibus pick up each morning.
Priority 4	Use SLT admin support to complete termly participation surveys and complete analysis to target areas for further improvement and to celebrate success.
Barriers to learning these priorities address	<p>P1 - 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.</p> <p>P2 - The Teaching Schools Council indicates that a lack of suitable space and support to complete homework can be a barrier to learning.</p> <p>P3 - 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.</p> <p>P4 – Specific time dedicated to analyse data allowing teachers to target appropriate areas of need for PP children.</p>
Projected spending	£6,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ol style="list-style-type: none"> 1. Staff joining mid-year. 2. Part time staff who miss training. E.g. Accelerated Reader, MNP. 3. Providing high quality training. 4. Planning time for high quality feedback within a middle school timetable. 	<ol style="list-style-type: none"> 1. and 2. Ensure appropriate training and CPD provided to enable new staff and part time staff to understand key foci and processes. 3. Invite external agencies and Trust support into school to support staff with new initiatives e.g. Lead teacher/specialist for MNP and inclusion experts. 4. Open and purposeful discussions with staff and senior leaders about realistic expectations with regards to high quality feedback to PP children.
Targeted support	<ol style="list-style-type: none"> 1. Up-skilling all teaching staff on how to write high quality challenges to learning. 2. Further developing an effective pastoral system across the school. 	<ol style="list-style-type: none"> 1. Regular staff meetings and pre-written examples to support staff. SENCO, Vulnerable Pupil Lead and SLT always available to offer support and advice to teaching staff whilst they write the challenges. 2. Vulnerable pupil lead and pastoral support worker to work closely in order to support the most vulnerable pupils. Develop role of Middle Leaders in order to support the pastoral needs of all year groups. Clear strategies and key members of staff to take on specific roles within the pastoral system of the school in order to best support the children.

Wider strategies	1. Maintaining a high quality support staff to retain this provision.	1. SLT to ensure that this provision is considered at point of recruitment and job description when planning for each academic year.
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Review: last year's aims and outcomes

Aim	Outcome
Introduction of SIMs-based monitoring and reporting system in the autumn term.	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. 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. 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.
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.	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.
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.	Writing figures within target zone. More work on PP reading and maths needed in current year 7.
SEND PP children to be included as target children on performance management targets.	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`.
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	Ensure attendance at parent's evening is logged efficiently. Tutors to call to invite PP parents if no form completed. 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. 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>Breakfast club (including collection from home by the school minibus). Attendance groups: individual targets and rewards given alongside group and individual mentoring.</p>	<p>Breakfast club to be continued for 2019-2020 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. 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>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</p>	<p>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.</p>
<p>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.</p>	<p>Uptake on these offers has been positive and will be continued where possible.</p>
<p>Tutors and Year Leaders focus on the behaviour of key PP children.</p>	<p>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.</p>