



Lockyer's Middle School

Disadvantaged Pupil Spending Overview

This document provides an overview of our plan for using Pupil Premium Funding to support the achievement, personal development, behaviour and welfare of pupils in receipt of this funding alongside other identified vulnerable pupils. In addition to this it provides a review of the performance and attendance of these groups in 2016-2017 and targets for diminishing the difference in 2017-2018.

2017-2018

Article 28: Children have a right to an education.

Article 29: Education should develop each child's personality and talents to the full.

Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.



1. Introduction

The Pupil Premium is a sum of money in the school's budget. It is allocated according to the number of children who are looked after (children in care) or who are entitled to free school meals. A premium is also available for children whose parents are serving/have served in the armed forces. It is intended to support schools in narrowing the gaps in attainment between different groups of pupils.

The grant may be spent in the following ways:

- for the purposes of the school ie for the educational benefit of pupils registered at this school
- on community facilities eg services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

2. The school's allocation from the Pupil Premium grant in April 2017 was: £70,695

Note: This funding is calculated based upon January 2017 census data

3. 71 pupils (Sept 2017) 14% of our school cohort, are currently in receipt of this funding.

Year 5 – 14 pupils (11% of cohort)

Year 6 – 18 pupils (14% of cohort)

Year 7 – 20 pupils (17% of cohort)

Year 8 – 19 pupils (17% of cohort)

17% of our disadvantaged pupils are currently supported on the school SEND register.

4. Allocation of funding

- Ever 6:** The pupil premium will include pupils recorded in the January school census who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at the January census.
- Ever 5 service child:** For the purposes of these grant conditions, ever 5 service child means a pupil recorded in the January school census who was eligible for the service child premium in any of the previous 4 years as well as those recorded as a service child for the first time on the January school census.
- Children in Care:** In addition to Pupil Premium funding, the school is also allocated additional funding for Looked after Children. **The school currently has 2 children in care** who receive this funding of **£1,900** for each academic year. Unlike those pupils identified as being eligible for Pupil Premium, this funding should be used exclusively to support the academic, social and emotional development of these pupils. The school's Deputy Headteacher/Designated Safeguarding Lead is the member of staff responsible for LAC and this role requires them to keep accurate records of how this money is allocated to support individual pupils.

5. Funding Allocation 2017

- £1,320 per pupil for each Ever 6 FSM full time equivalent (FTE) pupil in year groups reception to year 6.
- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11.
- £1,900 per pupil for each post-LAC in year groups reception to year 11
- £300 per pupil for each Ever 5 service child FTE

Our school actively promotes entitlement to this funding throughout pupils' time in our school.

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6. At Lockyer's Middle School, this funding allocation is being used to help maintain the following interventions and support. This is then targeted towards children in receipt of the Pupil Premium grant:

Some costings are approximate

Specific Pupil Premium Interventions for 2017-2018

a. To introduce the role of a TLR post-holding Standards Leader with responsibility for Vulnerable Pupils with an additional non-contact each week.	£4,045
b. To introduce the role of Pastoral Support Teacher on a 0.4 contract for 2017-2018	£15,000
c. To establish a target pupil Breakfast club provision with Mini-bus pick up for three days per week – Spring Summer 2017 to improve attendance, nutrition and attitudes towards school.	£2,500
d. To introduce GL PASS Assessments to enable staff to assess and support pupil attitudes to self and school	£800
e. 1:1-1:3 weekly mentoring and pre-teaching session led by the majority (16) teaching staff from January to end of year testing using a disaggregated training day. £2,880	
f. To provide the Standards Leader for Vulnerable pupils with a £5,000 budget allocation to use to enhance opportunities for vulnerable pupils across the academic year. This will be used for things such as theatre trips.	£5,000
g. Immediate weekly catch-up and pre-teaching of key skills and concepts. Additional timetabled hour for the Heads of Year 5 and 6, the mathematics co-ordinator and the standards Leader for vulnerable pupils.	£6,000
h. Funding contribution for all Disadvantaged children for the year 6 and 8 residential visits.	£4,000
i. In 2017-2018 the school will purchase £20 worth of targeted reading books (or commit a similar amount to a reading programme) for supporting the reading of individuals for each Pupil Premium child.	£1,420
j. Pupil Premium focus readers to read to Upper Pay Scale teaching staff during an assembly every week.	<i>No additional cost</i>
k. All Pupil Premium Pupils working at a group borderline are moved upwards to provide challenge and raised expectations.	<i>No additional cost</i>
l. Focus Vulnerable pupil meeting each month for school leaders alongside the SLT. This is an additional meeting to ensure that strategies to support these pupils remain a focus of our work	<i>No additional cost</i>
m. To use the link with the Corfe Mullen Food Bank to issue Food Bank vouchers to Pupil Premium families across the academic year	<i>No additional cost</i>

Running total planned spending: £41,645



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Additional Whole School interventions that are routinely targeted at our vulnerable pupils

n. To maintain a fifth set for English and Mathematics in four form entry year groups across the school. This requires an additional 24 teaching hours at Key Stage 2 and 18 at Key Stage 3. For the purpose of this report, the cost to the school for this provision has been calculated based upon the school requiring an additional 32 hours of teaching at an M2 rate.	£31,651
o. To provide 1 hour of timetabled teaching time for additional intervention/targeted leadership time led by each the Mathematics and English Co-ordinators.	£3,090
p. To maintain two specialist Teaching Assistants to support each of the mathematics and English departments. This role includes providing intervention support to small groups of disadvantaged pupils.	£27,728
q. To maintain setting for Science, French and ICT across year 8.	<i>No additional cost</i>
r. To run a Mathematics Breakfast Club to support children at K.S.2 throughout the Spring and Summer terms.	£720
s. To run an Easter School for Mathematics and English to support pupils in achieving Age Related Expectation at the end of Key Stage 2.	£1,080
t. To ensure that the school maintains LA SENSS lessons for vulnerable pupils (SEN specialist teaching support).	£10,000
u. To maintain a lunchtime homework club and vulnerable group facility (The Hub) run by TAs.	£2,970
v. To provide 3 additional timetabled hours of SENSS support teaching provided by a TA qualified at Level 5.	£1,485
w. To maintain 3 timetabled hours of provision for 3 ELSA teaching assistants to support the emotional wellbeing and self-esteem of vulnerable pupils (Emotional Literacy Support Staff).	£1,485
x. To provide 2 hours of Key Stage 2 SEAL support.	£990
y. To maintain TA support across all curriculum areas. TA support will continue to provide targeted interventions.	<i>No additional cost</i>
z. To develop the role of the library as a resource in our school with the appointment of the English specialist TA as a lead in this area.	<i>No additional cost</i>
aa. K.S.2 weekly timetabled hour of more able pupil reading intervention with an English Specialist UPS teacher	£1,545

Total planned spending: £122,904



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Important note: The interventions outlined above are not exclusively used to support pupils in receipt of Pupil Premium funding. They will also be used to target interventions for other pupils who require support to ensure that they continue to make rapid and sustained progress. It is the responsibility of the Mathematics and English co-ordinators alongside both the SEND Co-ordinator and Heads of Year to ensure that these interventions impact upon the achievement of Pupil Premium children.

7. The school's allocation from the Pupil Premium grant in the previous academic years was:

2015/2016	£64,920	2016/2017	£58,025
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8. As a result of this expenditure, the school expects to have the following impact upon the educational attainment of our disadvantaged pupils:

- Consistently good attendance at school for this group.
- Increased motivation and engagement with learning.
- Narrowing of the gap in achievement.
- Good Key Stage 2 and Year 8 results and progress across the school, meaning children are appropriately prepared for the next step in their education.



9. Headline summary of the Progress of Pupil Premium children 2016 - 2017

Current Year 6 Progress entry to end of year 5

Maths	Mean GL PT9	Mean GL score PT10	Attainment based on targets for 2018	English	Mean GL PT9	Mean GL score PT10	Attainment Based on targets for 2018
Whole Cohort	105.7	103.2	109.7	Whole Cohort	110.2	107.7	113.3
Boys	105.8	104.2	109.2	Boys	107.6	107.1	111.2
Girls	105.7	102.1	110.3	Girls	113.2	108.3	115.8
SEND	96.6	91.4	97.4	SEND	101.0	97.1	102.3
Non-SEND	107.0	104.9	111.4	Non-SEND	111.4	109.0	114.8
Pupil Premium	104.2	102.3	107.3	Pupil Premium	110.9	104.7	107.5
Non-Pupil Premium	105.9	103.3	110.0	Non-Pupil Premium	110.1	108.1	114.2

Current Year 7 Progress entry/end of year 5/end of year 6

Maths	Mean GL PT9	Mean GL score PT10	Mean GL score PT11	Yr 7 Attainment based on targets for 2018	English	Mean GL PT9	Mean GL score PT10	Mean GL score PT11	Yr 7 Attainment based on targets for 2018
Whole Cohort	93.7	102.2	102.8	109.5	Whole Cohort	102.3	104.3	107.0	111.7
Boys	93.5	101.4	102.2	109.2	Boys	99.1	101.0	103.0	108.7
Girls	94.1	103.2	104.6	109.9	Girls	106.1	108.2	112.0	114.6
SEND	83.6	95.1	95.1	102.2	SEND	88.4	90.2	94.5	99.4
Non-SEND	95.4	103.4	104.6	110.8	Non-SEND	104.4	106.4	108.9	113.7
Pupil Premium	90.4	99.1	100.6	106.8	Pupil Premium	95.9	101.4	100.9	107.2
Non-Pupil Premium	94.4	102.7	103.8	110.1	Non-Pupil Premium	103.2	104.7	107.9	112.6

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Disadvantaged pupil Cohort - Current year 8 Year 6 K.S.2 SATs 2016 against Year 7 GL 2017

(15 matched pupils)	Reading (school)	Reading (national)	Mathematics (school)	Mathematics (national)
KS2 level exp+ 2016	53%	66%	47%	70%
Y7 GL stanine 4+	80%	77%	87%	77%
Change exp+ to 4+	+27	+11 percentage points	+40	+7 percentage points
KS2 level GD 2016	0%	19%	0%	17%
Y7 GL stanine 6+	33%	40%	60%	40%
Y7 GL stanine 7+	20%	23%	20%	23%
Change GD to 6+	+33	+21 percentage points	60	+23 percentage points
Change GD to 7+	+20	+4 percentage points	20	+6 percentage points

Disadvantaged pupil Cohort - Year 8 2017

Year 6 K.S.2 SATs 2016 against Year 8 GL 2017

(16 matched pupils)	Reading (school)	Reading (national)	Mathematics (school)	Mathematics (national)
KS2 level exp+ 2016	50%	80%	50%	77%
Y7 GL stanine 4+	88%	77%	100%	77%
Change exp+ to 4+	+38%	-3 percentage points	+50%	0 percentage points
KS2 level GD 2016	38%	48%	25%	41%
Y7 GL stanine 6+	25%	40%	25%	40%
Y7 GL stanine 7+	13%	23%	19%	23%
Change GD to 6+	-13	-8 percentage points	0	-1 percentage points
Change GD to 7+	-25	-25 percentage points	-6	-18 percentage points

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10 .Headline summary of the Achievement of Pupil Premium children 2016 - 2017

Year 5 – Data from externally marked GL Progress Test 10 (ARE = 95+)

	Mathematics	Meeting ARE	% meeting ARE	English	Meeting ARE	% meeting ARE
Cohort	131	72	55%	131	99	76%
Male	77	46	60%	77	55	71%
Female	54	26	48%	54	44	81%
SEND	19	2	11%	19	4	21%
Non SEND	112	70	63%	112	95	85%
Disadvantaged	14	4	29%	14	10	71%
Non - disadvantaged	117	68	58%	117	89	76%

Year 6 – Data from externally marked Key Satge 2 SATs testing

	Total	English Reading		English SPaG		Maths		Average Score		
		100+	%	100+	%	100+	%	Reading	SPaG	Maths
Male	73	48	66%	52	71%	55	75%	102.5	104.2	103.2
Female	59	51	86%	53	90%	50	85%	107.7	108.6	105.2
SEN	16	6	44%	5	31%	9	63%	96.7	97.9	99.0
Non SEN	115	93	80%	100	87%	96	83%	106.1	107.5	105.0
Disadvantaged	15	7	40%	10	67%	10	60%	99.3	101.8	98.9
Non- disadvantaged	117	92	79%	95	81%	95	82%	105.5	106.8	104.7

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Year 7 – Data from externally marked GL Progress Test 12 (ARE = 95+)

	Mathematics	Meeting ARE	% meeting ARE		English	Meeting ARE	% meeting ARE
Cohort	108	96	89%		108	93	86%
Male	50	43	86%		50	39	78%
Female	58	53	91%		58	54	93%
SEND	12	5	42%		12	4	33%
Non SEND	96	91	95%		96	89	93%
Disadvantaged	16	13	81%		16	13	81%
Non - disadvantaged	92	83	90%		92	80	87%

Year 8 – Data from externally marked GL Progress Test 13 (ARE = 95+)

	Mathematics	Meeting ARE	% meeting ARE		English	Meeting ARE	% meeting ARE
Cohort	116	102	88%		117	97	83%
Male	67	60	90%		68	57	84%
Female	49	42	86%		49	40	82%
SEND	20	12	60%		20	8	40%
Non SEND	96	90	94%		97	89	92%
Disadvantaged	21	18	86%		22	17	77%
Non - disadvantaged	95	84	88%		95	80	84%

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In school attainment gap analysis Disadvantaged vs Non- disadvantaged pupils and targets for 2016-2017

	Mathematics % meeting ARE	Year 5	Year 6	Year 7	Year 8	English % meeting ARE	Year 5	Year 6 Reading	Year 6 SPaG	Year 6 Writing	Year 7	Year 8
Disadvantaged		29%	60%	81%	86%		71%	40%	67%	40%	81%	77%
Non - disadvantaged		58%	82%	90%	88%		76%	79%	81%	79%	87%	84%
Gap		29%	22%	9%	2%		5%	39%	14%	39%	6%	7%

End of Key Satge 2 Gap target - July 2018

Mathematics	Year 6	English	Year 6 Reading	Year 6 Writing
	14%		17%	22%

9. Attendance

	Overall % 2015-2016	Perisitant absence % 2015-2016	Overall % 2016-2017	Perisitant absence % 2016-2017
Whole Cohort	95.9%	8.6%	95.9%	8.3%
Disadvantaged Pupils	94.2%	21.9%	92.6%	41.3%
Non-disadvantaged pupils	96.2%	6.2%	96.4%	3.4%

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10. Key school priorities and areas for development in 2017-2018 for disadvantaged pupils

Single Action Plan - Key Improvement Area 1

Key Stage 2 outcomes will continue to be above national averages maintaining the school's improvement in 2016-2017. The school will be able to provide exit data evidencing progress across years 5 to 8 against identified high-performing National Middle Schools

Success Criteria:

To continue to address the narrowing attainment gap at Key Stage 2 by maintaining a strong focus upon the achievement of non-SEND disadvantaged pupils.

Areas of Focus:

- a. Securing improved outcomes in reading at KS2 through a targeted focus on boys' achievement.
- b. To take action to address the predicted decline in attainment in KS2 maths to ensure that the school remains above national average.
- c. To accurately identify the gaps in learning and provide effective interventions for disadvantaged pupils.

From Single Action Plan - Key Improvement Area 3:

To develop our support and offer for vulnerable pupils to include attendance and equality of opportunity to bring about improved outcomes.

Success Criteria:

- a. The school will be able to evidence its continued impact when narrowing the achievement gap for Disadvantaged pupils at Key Stage 2 and the end of Year 8 by maintaining a strong focus upon the achievement of non-SEND Disadvantaged pupils.
- b. The improved performance of vulnerable pupils, particularly boys and in reading, will impact upon the achievement of Disadvantaged pupils.
- c. A clear programme of targeted interventions, pastoral support and quality first teaching will see Disadvantaged and other identified vulnerable pupil's attitudes and engagement in learning improve.
- d. The school will be able to evidence the entitlement to a broad and balanced provision beyond the classroom that has supported the improved outcomes for this Disadvantaged and vulnerable.
- e. Effective and targeted pastoral support will see Disadvantaged and vulnerable pupils maintain attendance figures above 96%.

Areas of Focus:

- a. To embed existing good practice within the whole staff team to ensure ownership of the progress and engagement of Disadvantaged and vulnerable pupils and maintaining the high profile of this group in our school.
- b. To ensure that good attendance for Disadvantaged and vulnerable pupils underpins their achievement in school.

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- c. To assess and evaluate the attitudes of Disadvantaged and Vulnerable pupils to learning against the whole school cohort to enable staff to develop their readiness to learn.
- d. To take action to support and improve the reading outcomes for Disadvantaged and Vulnerable pupils.
- e. To plan carefully the curricular provision for Disadvantaged and Vulnerable pupils to ensure they benefit from quality first teaching and appropriate challenge.
- f. To plan for and implement appropriate interventions in order to support the improved achievement of Disadvantaged and vulnerable pupils
- g. To ensure that Disadvantaged and Vulnerable pupils have access to additional provision and opportunities to ensure equity with their peers.