

Pupil Premium Strategy including Evaluation of Impact

Summary information:					
School	Witton Middle School				
Academic Year	2017/18	Total Pupil Premium budget	£133,700	Date of most recent PP Review	September 2017
Total number of pupils	458	Number of pupils eligible for PP	108	Date for next internal review of this strategy	September 2018

Attainment 2017	Witton Middle School Pupils		Pupils Nationally	
Year 5			<i>KS1 SAT data used for comparison 2014</i>	
% achieving at least expected standard in reading	All pupils	64%	All pupils	<i>Level 2 or above 90%</i>
	Disadvantaged	38%	Disadvantaged	<i>82%</i>
	Non-Disadvantaged	72%	Non-Disadvantaged	<i>92%</i>
% achieving at least expected standard in writing	All pupils	50%	All pupils	<i>86%</i>
	Disadvantaged	19%	Disadvantaged	<i>77%</i>
	Non-Disadvantaged	58%	Non-Disadvantaged	<i>89%</i>
% achieving at least expected standard in maths	All pupils	72%	All pupils	<i>92%</i>
	Disadvantaged	46%	Disadvantaged	<i>86%</i>
	Non-Disadvantaged	79%	Non-Disadvantaged	<i>94%</i>
Year 6				
% achieving at least expected standard in reading	All pupils	68%	All pupils	<i>71%</i>
	Disadvantaged	50%	Disadvantaged	
	Non-Disadvantaged	73%	Non-Disadvantaged	
% achieving at least expected standard in writing	All pupils	61%	All pupils	<i>76%</i>
	Disadvantaged	43%	Disadvantaged	

	Non-Disadvantaged	66%	Non-Disadvantaged	
% achieving at least expected standard in SPaG	All pupils	67%	All pupils	<i>77%</i>
	Disadvantaged	50%	Disadvantaged	
	Non-Disadvantaged	72%	Non-Disadvantaged	
% achieving at least expected standard in Maths	All pupils	53%	All pupils	<i>75%</i>
	Disadvantaged	38%	Disadvantaged	
	Non-Disadvantaged	58%	Non-Disadvantaged	
% achieving all three (four) areas	All pupils	48% (45%)	All pupils	<i>61%</i>
	Disadvantaged	28% (25%)	Disadvantaged	
	Non-Disadvantaged	54% (53%)	Non-Disadvantaged	
Year 7		<i>KS2 SAT data used for comparison 2016</i>		
% achieving at least expected standard in reading	All pupils	75%	All pupils	2016 KS2 SATs 66%
	Disadvantaged	74%	Disadvantaged	72%
	Non-Disadvantaged	75%	Non-Disadvantaged	72%
% achieving at least expected standard in writing	All pupils	74%	All pupils	74%
	Disadvantaged	74%	Disadvantaged	79%
	Non-Disadvantaged	74%	Non-Disadvantaged	79%
% achieving at least expected standard in maths	All pupils	86%	All pupils	70%
	Disadvantaged	84%	Disadvantaged	76%

	Non-Disadvantaged	87%	Non-Disadvantaged	76%
Attendance 2017	School		National Average	
% of sessions missed due to Overall Absence School	All pupils	4.3%	All pupils	Year 6 children from Autumn 2013 – Summer 2016 4%
	PP	7.7%	PP	5%
	Non PP	3.2%	Non PP	3%
% of sessions missed due to Overall Absence School (Boys)	All pupils	4.8%	All pupils	4%
	PP	9.5%	PP	
	Non PP	3.3%	Non PP	
% of sessions missed due to Overall Absence School (Girls)	All pupils	3.9%	All pupils	4%
	PP	5.8%	PP	
	Non PP	3.2%	Non PP	

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Inconsistency of approach towards pupil premium pupils due to staff changes	
B.	Levels of resilience, low self-esteem and social emotional and mental health (SEMH) for some pupils (including those eligible for pupil premium) are not as strong as they could be; this leads to an 'I can't' attitude and an over-reliance on adults and a detrimental effect on academic progress, with children feeling defeated when faced with challenging tasks	
C.	The gap for all subjects combined is too high and we need to narrow this between pupil premium and non-pupil premium	
D.	Many PP children do not have the vocabulary to be able to reason in maths and respond in depth in English	
External barriers		
E.	Many pupils come to school and are not accessing the curriculum due to their social and emotional needs;	
F.	Attendance rates of pupil premium pupils; persistence absence rates.	
2. Desired outcomes 2017	Success criteria	
A.	All staff clear on strategies effective in supporting pupil premium pupils and strategies are embedded within staff's teaching practice. Consistent approach to pupil premium in respect of teaching and learning (marking, monitoring and intervention.)	<p>Pupil premium rationale shared and adopted</p> <p>Evidence of progress due to marking and feedback in books</p> <p>Data shows gaps narrowing due to progress of pupil premium pupils</p>
B.	Develop growth mindsets in pupils eligible for pupil premium which will improve levels of resilience, self-esteem, determination and independence.	<p>Resilience, self-esteem, determination and growth mindsets of pupils eligible for PP in learning situations will be improved and evidence thorough growth mindset questionnaire and during lesson observations.</p> <p>PRIDE essentials embedded and evidenced through growth mindset questionnaire</p> <p>PRIDE essentials assessed and RAG (red, amber,</p>

		green) rated in organisers. Gap between attainment and progress for Pupil Premium children is reduced.
C.	Improved attainment of pupil premium children (including those classed as higher attaining) in English and maths with at least 61% (current National Expectation) across all three subject areas.	Quality first teaching evident in learning walks/scrutinies Gap between pupil premium and non-pupil premium reduced PP achievement across all three areas will be in line with National Expectation
D.	Revised approach to explicitly teach and provide opportunities for pupil premium children to understand and apply the vocabulary of English and maths	Meta-language within classrooms, books and working wall observed during learning walks and book scrutinies. Marking demonstrates modelled precision of vocabulary Planning reflects vocabulary required Year team meetings reflect discussions of teaching and
E.	Greater provision for social and emotional support; pupil premium pupils clear about support network and how to access them.	All pupils recognise THRIVE evidenced through pupil discussions. Exclusions reduced Behaviour points reduced Assemblies which signpost where to access support
F.	Attendance rates of pupil premium children will be at 97%+; Persistent absences reduced	Attendance rate of pupil premium children will be in line with non-pupil premium

Planned expenditure

Academic year

2017/8

The three headings below enable schools to demonstrate how the school is 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?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
All staff clear on strategies effective in supporting PP pupils and strategies are embedded within staff's teaching practice to ensure consistency.	Effective feedback Timely intervention Pupil premium first children monitored/books marked Peer tutoring Clear direction of Teaching Assistant (TA) support Responsive mixed ability teaching Supplementing resources available	The Education Endowment Foundation (EEF) suggest that quality feedback can move children's learning on by up to 8months. However sustained professional development is required to improve practice. The EEF also state that quality peer tutoring can improve children's learning by up to 5 months. We also believe that no ceiling should be put on a child's learning and groups within lesson should reflect the pupil's needs at that time. This is supported with the EEF evidence that setting has a negative impact (-1 month) on progress. The teacher and class teaching assistant are the people who know the pupils best and intervention should be delivered by them	Pupil Premium lead to conduct Continuing Professional Development during autumn term staff meeting to raise the profile of PP children and strategies to meet their needs. Generate key expectations for each classroom in relation to pupil premium– Pupil Premium Lead autumn Team leaders to monitor consistency within teams by a pupil premium book being selected during book trawls. H. Walsh to create PP section on monitoring sheet. Pupil Premium Lead to ensure pupil premium students understand and respond to feedback. TA training managed by Lead TA and SENDCo.	£3000	

<p>Develop growth mindsets in pupils eligible for pupil premium which improve levels of resilience, self-esteem, determination and independence.</p>	<p>Meta-cognition and self-regulation (mindfulness) Timely intervention by a teaching professional PSHCE sessions to encourage growth mindset Witton values</p>	<p>The EEF state Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. It is important the children know their strengths and where they need to improve. Our PP children often lack the confidence to see their mobility in relation to learning. By focussing on self-improvement strategies, it is hoped that our PP students will believe that they are in charge of their progress and future.</p>	<p>Clear targets for learning generated at no less than 3 weekly intervals with the children in reading, writing and maths</p> <p>Pupil Premium Lead and PSHCE co-ordinator to monitor PSHCE books for evidence of growth mindset activities.</p> <p>Pupil voice regarding PRIDE essentials (autumn and summer)</p> <p>Growth mindset assemblies – see rota</p>	<p>£500</p>	
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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
Improved attainment of pupil premium children (including those classed as higher attaining) in English and maths with at least 61% (current National Expectation) across all three subject areas.	Data analysis Timely, targeted support for pupils identified in need of intervention Booster classes for Y6 SATs Year 7 catch up sessions Sense of priority for pupil premium attainment Book scrutiny Learning walks	The EEF suggest that small group tuition with a professional can improve learning by up to 4 months. In order to identify pupils effectively, both formative and summative assessments need to be adopted. It is also important that children falling behind are quickly identified through the data/books and supported through timely intervention. Dylan Williams suggests using a range of sized formative assessments to identify students requiring support. This is a strategy we intend to adopt. Additionally, children performing well need to be extended. We believe that by continuing to track the students rigorously, appropriate interventions will be actioned to support students at the time they need it to make progress. By pupil premium students being a sense of priority, our peripheral students will also benefit from the precision of support being provided.	Regular (daily) formative assessments used to guide groupings and learning(All teachers) evidenced in intervention books collected in half termly and data and intervention tracked by Pupil Premium Lead. Teams to produce and apply unit assessments to be performed before unit ends to allow time for intervention. (Team leader) Ragged (red, amber, green) data from unit formative assessment to be added to Sims (class teachers) Pupil premium progress post unit assessments to be monitored by Pupil Premium Lead and cross- referenced with intervention books, attendance data, work-books and experiences. Intervention books collected in half termly and data and intervention tracked by Pupil Premium Lead Pupil premium focus during book scrutines conducted by Head, Deputy, Governors, English & Maths lead and Year Team Leaders Termly data analysis (JH to produce analysis); team leaders to identify and move pupils forward during pupil progress meeting; Pupil Premium Lead to monitor)	£11,000	

<p>Revised approach to explicitly teach and provide opportunities for pupil premium children to understand and apply vocabulary of English and maths</p>	<p>Meta-language explicit within classrooms and books</p> <p>Marking demonstrate modelled precision of vocabulary</p> <p>Planning identifies vocabulary required</p> <p>Year team and TA meetings discuss teaching and learning of vocabulary</p> <p>Raised profile of vocab</p> <p>Increased resources</p> <p>Preteach subject vocabulary</p> <p>Talk for writing</p>	<p>Our data and observations of the children lead us to believe many PP children's progress is hampered though lack of vocabulary knowledge. The EEF suggests that oral language interventions can increase children's vocabulary by up to 5 months, but that this is increased when in a learning context. It is therefore important that staff are clear on the language expectations and apply these consistently with the pupils – consistency and repetition lead to reinforcement and retention. The generous nature of pupil premium children often means they relinquish resources to others. We have decided that pupil premium children need to have their own equipment/books to have fair access.</p>	<p>Senior Leadership Team learning walks to observe (half termly). This will include book scrutinies</p> <p>Planning scrutiny (each unit) Teams evidenced in minutes of team meetings</p> <p>Pupil Premium Lead to ensure pencil cases and texts are provided for pupil premium and disadvantaged children.</p>	<p>£3000</p>	
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<p>Greater provision for social and emotional support; Pupil Premium pupils clear about support network and how to access them.</p>	<p>THRIVE practitioner Whole school THRIVE Teaching Assistant employed for outdoor learning Pupil Premium I-Lead to identify additional enrichment opportunities for PP pupils Assemblies Reach for well-being Mentoring (in class) Uniform Equipment</p>	<p>On average, Social, Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) We are aware that some of our pupil premium children have a high level of need and are supported. With SEL having an influence of an additional 4 months, it is important to raise our pupil premium children's self-esteem which may take the form of off-site visits, representing the school, sporting clubs, careers' days etc.</p>	<p>THRIVE practitioner managed by SENDCo Outdoor learning TA managed by Pupil Premium Lead</p> <p>Pupil Premium Lead to actively seek additional learning experiences for pupil premium: cadets, THRIVE, Forest School, Green House; school productions; teams and clubs.</p> <p>Pupil Premium Lead to monitor pupil premium children's take-up of sport and leadership opportunities (e.g ambassadors) Pupil Premium Lead to attain pupil voice (Summer term)</p>	<p>£79000</p>	
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
<p>Attendance rates of pupil premium children will be at 97%+;</p>	<p>Breakfast club First day calling Alternative provision for PP on P/T time table Educational Welfare Officer Intervention conversations by teachers Attendance rewards</p>	<p>Our data showed that our pupil premium children's attendance is lower than our non-pupil premium children. Children need to attend school if they are to make progress. National Foundation for Educational Research (NFER) briefing for school leaders identifies addressing attendance as a key step. Discussions with pupils may indicate areas where students can be supported by the school.</p>	<p>Amanda Harris to monitor daily absence.</p> <p>Class teacher to monitor pupil absence – send attendance letters (via office) where necessary.</p> <p>Pupil Premium Lead and Head Teacher to identify students from data half termly</p>	<p>£3000</p>	

3. Review of expenditure				
Previous Academic Year		2016-17		
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
Children will have a firm grasp of mathematical concepts.	Concrete, pictorial and abstract concepts (appropriate to understanding). Staff training. Resources in all classrooms.	Summer 17 Maths Lead - Year 5 book trawl – limited use of Concrete, Pictorial and Abstract approach evidence in books. Further teaching input needed (evidence Y5 Maths trawl) Team planning evidences Concrete, Pictorial and Abstract Resources have been purchased to support Concrete, Pictorial and Abstract strategies.	The CPA approach works well in supporting children visualise calculations and abstract concepts. Further teacher/TA training is required to optimise the impact of this approach	£1,074
A higher percentage of PP children will achieve ARE in writing.	Children will have writing opportunities across the curriculum, teachers will set the same expectations for writing across the curriculum. Talk opportunities, the use of high quality texts and modelling by the teacher	SATS data (obtain increase/decrease from Julie)	Modelling and high quality texts are working well, however to continue to make further improvements, PP children need physical and pictorial experiences to support content for writing. There has been an increase of 21% - 2016 21% pp children achieve ARE in Writing; 2017 43% achieved ARE in writing.	£4,960

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
Quality first teaching identifies gaps in learning and intervention time allows teachers to run targeted interventions.	Planning Preparation and Assessment teacher employed to give class teachers targeted intervention time. Staff training on intervention.	In maths and English, the intervention time is seen as beneficial by children and staff members, however, this is not so evident in data. Pupil premium children benefit from working in small groups with their own class teacher, who has built a strong relationship and is focused on the next steps in learning, related to the curriculum.	This approach has been welcomed as part of the responsive teaching model. Books show gaps in learning have been closed through small group intervention. However, due to Planning Preparation and Assessment (PPA) teacher's time table and the school time table there has been limitations and not all classes have benefited from allocated Intervention time. It has been decided that the best intervention is provided by the people who know the children best and at timely intervals. Next year, teachers and assistants will provide timely intervention.	£33,156
TAs are able to identify gaps in learning and use strategies to intervene.	TA training in a range of strategies; TA meetings, teacher support and peer work in order to embed strategies in classroom practise.	The Lead TA and SENDCo to run regular training sessions with the TAs. They identified needs through the whole school priorities, data and TA professional development.	This approach has had a good outcome on some pupils as TAs have regular training in current strategies to improve learning. It would be beneficial for these meetings to continue in order to increase Quality First Teaching.	£2,800

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
Children engage with outdoor learning, to develop behaviours for learning and positive relationships.	TA trained as a Forest School leader, taking PP children for outdoor learning opportunities.	Children who attended Forest School and the green house were more engaged across the curriculum. They built strong relationships with the TA. For many children, there was less behavioural issues.	The TA is self motivated and works closely with class teachers to identify children who would benefit from outdoor learning. The benefit of this is evident and next year it would be advantageous to train an additional staff member as a Level 3 Forest School Leader.	£22,400
Children who come to school with social and emotional needs will be supported.	Employ a Thrive practitioner, set up Thrive room, train staff so they understand what Thrive is, subscribe to Thrive resources.	Children are better able to access learning and behave better in whole class situations. They individually benefit from focused support to meet their individual needs. They have built strong relationships with the Thrive practitioner.	Children and their families have been extremely well supported. PP Pupils receiving thrive intervention collectively have matched the whole school PP pupils in English ARE, however those who have received long term thrive have performed better than the whole school group. The same is true for maths. In Spag and writing thrive pupils have fallen below whole school pupils. Meeting ARE in all 3 is matched by pupils on long term thrive but not those meeting all 4. As above pupils receiving long term support in Thrive have performed better than those with short term intervention	£88,239