

Pupil premium strategy statement: St Peter's Middle School



1. Summary information					
School	St Peter's Middle School				
Academic Year	2016/17	Total PP budget	£33,000	Date of most recent PP Review	15/3/2017
Total number of pupils	222	Number of pupils eligible for PP	35	Date for next internal review of this strategy	tba

2. Outcomes KS2	Low		Middle		High	
	Pupils eligible for PP (your school)	Other pupils not eligible for PP (national average)	Pupils eligible for PP (your school)	Other pupils not eligible for PP (national average)	Pupils eligible for PP (your school)	Other pupils not eligible for PP (national average)
Typical progress in reading from their starting points	-	-	-0.31	0.35	-2.38	0.29
Typical progress in writing from their starting points	-	-	0.99	0.10	-1.75	0.10
Typical progress in maths from their starting points	-	-	-4.38	0.26	-0.06	0.17
% achieving age related expectations in reading,	-	-	60%	68%	80%	97%
% achieving age related expectations in writing	-	-	100%	84%	100%	99%
% achieving age related expectations in maths	-	-	63%	73%	100%	99%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
In-school barriers	
A.	Pupils who are eligible for PP at the end of KS2 are below the national average ARE in reading and writing. End of yr KS2 progress = Middle: R: 0.32. High R: 0.10. Attainment = middle R: 80%; high: 97%
B.	In general pupils who are eligible for PP have a lower starting point than the national average within this school. End of yr KS2 progress = Middle: 0.26; High 0.17 Attainment = middle: 63%; high: 100%

C.	High attaining students eligible for PP are below ARE the national average in reading
External barriers	
D.	Attendance rates for pupils eligible for PP are below the national target of 95%. Overall Absence = L 5%. Persistent absence = L5%

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve progress and attainment in reading for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year in reading so that the average progress score is 0.0 (expected progress) for middle ability students and 0.0 for high ability students.
B.	Improve progress and attainment in maths for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year in maths so that the average progress score is -1.0 (expected progress) for middle ability students and 0.0 for high ability students
C.	Improve progress and attainment in reading for high achieving who are eligible for PP	High attaining pupils eligible for PP make rapid progress by the end of the year in reading so that all pupils eligible for PP achieve better than expected progress: 0.0 average for those eligible for PP
D.	Increased attendance rates for pupils eligible for PP.	Increased attendance rates for students eligible for PP in line with non PP students: Overall Absence = L 5%. Persistent absence = L5%

3. Planned expenditure					
Academic year	2016/17				
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?
<p>A. Improved expected progress in reading for PP students. End of yr KS2 progress = Middle: R: 0.32. High R0.10. Attainment = middle R 80%; high 97%</p> <p>B. Improved expected progress in maths. End of yr KS2 progress = Middle: 0.26; High 0.17 Attainment = middle: 63%; high 100%</p>	<p>Staff training on QFT Reading support from librarian Pupils targeted for small group support SPAG support</p> <p>Support from TA Pupils targeted for small group support My Maths</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Effective use of data</p>	<p>Use INSET days to deliver training. Coaching Peer observation of attendees' Feedback policy PP Pupil progress to target pupils</p>	<p>Head PP Lead Team Leaders Subject specialist</p>	<p>Jan 2017</p>
<p>C. Improved better than expected progress for PP students</p>	<p>CPD on providing stretch for high attaining pupils.</p> <p>Extension maths small group work My maths</p>	<p>High ability pupils eligible for PP are making less progress better than expected progress in maths compared to reading & writing.</p> <p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p>	<p>Use INSET days to deliver training. Coaching Peer observation of attendees' Feedback policy PP Pupil progress to target pupils</p>	<p>Head PP Lead Team Leaders Subject specialist</p>	<p>Jun 2017</p>
Total budgeted cost					£15,000

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?
A. Improved attainment and progress in reading B. Improved attainment and progress in maths	Moderation meeting CPD Subject specialist support Targeted small group work Specialist resources Homework club Data analysis Coaching	Improve knowledge and understanding of teaching staff We want to ensure that support is grounded within quality first teaching. There is collaboration between staff	Monitor and revise effective use of human resources. Impact overseen by specialists and team leaders. Teaching assistant (TA) CPD/ resources. Analysis of data. Planning meetings	Head PP Lead Team Leaders Subject specialist	Jun 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced TA Target small group intervention with specialist support	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths specialist. Teaching assistant (TA) CPD/ resources.	Head PP Lead Team Leaders Subject specialist	Jun 2017
Total budgeted cost					£15,000
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?
D. Increased attendance rates. Overall Absence = L5%. Persistent absence = L5%	Pastoral Lead follow up lateness and attendance concerns	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Planning/ targeted support through pastoral lead/ PP Lead	Head PP Lead Pastoral Lead	Jun 2017

D. Increased attendance rates	Nurturing/ social skills/ counselling/ pastoral support	Portal targeted support to ensure pupils are happy and settled in school and can thrive. To reduce hidden barriers to learning	Planning/ targeted support through pastoral lead/ PP Lead	Head PP Lead Pastoral Lead	Jun 2017
Total budgeted cost					£3,000

4. Review of expenditure																								
Previous Academic Year <i>This is a review of the previous year, so the outcomes and success criteria will be different to above.</i>																								
<ul style="list-style-type: none"> Raise level of attainment in English and Maths across the school so that more students achieve in line with age related expectations. 																								
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																		
Improving outcomes for students	English and Maths study teacher KS2/3 Small group reading TA 1:2:1 intense support TA Maths Booster small group Dyslexia Specialist Teacher (Karen McLachlan)	<table border="1"> <thead> <tr> <th>KS2 outcomes:</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All Progress</td> <td>-1.35</td> <td>0.19</td> <td>-1.59</td> </tr> <tr> <td>PP Progress</td> <td>-1.00</td> <td>-0.09</td> <td>-2.65</td> </tr> <tr> <td>All Attainment</td> <td>Expected 68% High 27%</td> <td>Expected 86% High 25%</td> <td>Expected 68% High 27%</td> </tr> <tr> <td>PP Attainment</td> <td>Expected 70% High 10%</td> <td>Expected 100% High 10%</td> <td>Expected 70% High 20%</td> </tr> </tbody> </table>	KS2 outcomes:	Reading	Writing	Maths	All Progress	-1.35	0.19	-1.59	PP Progress	-1.00	-0.09	-2.65	All Attainment	Expected 68% High 27%	Expected 86% High 25%	Expected 68% High 27%	PP Attainment	Expected 70% High 10%	Expected 100% High 10%	Expected 70% High 20%	Staff and students were positive about the training and additional levels of support and intervention. We have not continued with the Dyslexia Specialist in order to focus on specialism within current staff resources.	£23,965
KS2 outcomes:	Reading	Writing	Maths																					
All Progress	-1.35	0.19	-1.59																					
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<ul style="list-style-type: none"> Focus resources and support so that gaps between pupil premium students and non-pupil premium students is closing. 																								

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
Targeted Resources for Students	School Uniform Resources for Food and Technology, Art and practical subjects Medical Training Retreat Room furnishing	As above	As above	£11,885

i. 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
Pastoral and curriculum support	Teaching Assistants, HLTS's across the curriculum (not Statement/ IEP spending) Pastoral support meetings Homework Clubs Counselling Emotional Literacy support 1:2:1 Nurture Group Indonesian Gamelan Workshop	As above	As above	£ 2700