

Pupil premium strategy statement: St Peter's Middle School



1. Summary information					
School	St Peter's Middle School				
Academic Year	2018/19	Total PP budget	£41,030	Date of most recent PP Review	01/05/2019
Total number of pupils	228	Number of pupils eligible for PP	37	Date for next internal review of this strategy	01/11/2019

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	-	-	-2.2	0.03	-0.57	0.02
Typical progress in writing from their starting points	-	-	-7.11	0.04	0.62	0.01
Typical progress in maths from their starting points	-	-	-4.97	0.04	-3.45	0.02
% achieving age related expectations in reading,	-	-	60%	74%	100%	98%
% achieving age related expectations in writing	-	-	20%	80%	100%	99%
% achieving age related expectations in maths	-	-	20%	75%	100%	98%

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 (issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)	
A.	Middle pupils who are eligible for PP at the end of KS2 are below the national average ARE in maths, writing and reading. The biggest gap being in maths and writing overall with end of yr KS2 ARE = Middle Ability Math 20%; Writing 20%; Reading 60%
B.	In general pupils who are eligible for PP have a lower starting point than the national average. End of yr KS2 progress = Middle Ability: maths -4.97; writing -7.11 & reading -2.2.

C.	High attaining students eligible for PP have a lower starting point than the national average in maths -3.45 and reading -057.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	2017/18 Attendance rates for pupils eligible for PP is greater than the rest of the school Ever6 -8.4% -Sch 5.1%; Persistent absence Ever6 33% Sch 12.2%

3. Outcomes (<i>It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.</i>)		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve progress and attainment in reading by -1.0 and writing by -1.0 for pupils eligible for PP.	Middle Ability attaining pupils eligible for PP make rapid progress by the end of the year in reading and writing so that all pupils eligible for PP achieve expected progress and better than expected progress.
B.	Improve progress and attainment in maths by -1.0 for pupils eligible for PP.	Middle Ability attaining pupils eligible for PP make rapid progress by the end of the year in maths so that all pupils eligible for PP achieve expected progress and better than expected progress.
C.	Improve attainment in maths for middle attaining pupils who are eligible for PP	Middle Ability attaining pupils eligible for PP make rapid progress by the end of the year in maths so that all pupils eligible for PP achieve expected progress and better than expected progress.
D.	Increased attendance rates for pupils eligible for PP by 1%	Increased attendance rates for students eligible for PP in line with non PP students

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year	2018/19				
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?
A. Improved ARE in reading & writing for PP students. End of yr KS2 progress = Middle Ability: R: -1.2 Attainment = 60% W—6.11 attainment 20%	PP lead training/best practice research/ liaising with other schools Pupils targeted for support on needs basis Staff Meeting focus Mastery Differentiation Collaborative learning Metacognition	Control and allocation of funds matched and targeted to student need Effective use of data EEF tool kit suggests low cost high effective strategies to improve attainment – school wide implement to improve the quality of learning	Need Analysis Funding allocation Timetabling human resources Targeted small group work Feedback policy	Head PP Lead	Jan 2019
B. Improved expected progress in maths. End of yr KS2 progress = Middle: ability -3.97; Attainment = 20%	Targeted small group support Tutoring Targeted small group work	Effective use of data			
C. Improved expected progress in reading from starting point End of yr KS2 progress = High: --0.57;	Targeted small group support Accelerated Reader	Control and allocation of funds matched and targeted to student need Effective use of data EEF tool kit suggests low cost high effective strategies to improve attainment – school wide implement to improve the quality of learning	Need Analysis Funding allocation Timetabling human resources Targeted small group work Feedback policy	Head PP Lead	Jun 2019
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 writing B. Improved attainment and progress in maths	Moderation meeting CPD on low cost high effective strategies Subject specialist support Targeted small group work Specialist resources Homework club Data analysis	Improve knowledge and understanding of PP lead/ teaching staff We want to ensure that support is grounded within quality first teaching. There is collaboration between staff Research shows tutoring is effective when used for targeted support	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	Jun 2019
C. Improved attainment and progress in reading	Students targeted weekly on needs basis CPD on low cost high effective strategies Homework club Data analysis	We want to provide extra support to maintain high attainment. Small group & 1-1 interventions with highly qualified staff have been shown to be effective.	Collaboration time paid for out of PP budget Impact overseen by maths specialist. Teaching assistant (TA) CPD/ resources.	Head PP Lead	Jun 2019
Total budgeted cost					£ 5,000
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.	Pastoral Lead follow up lateness and attendance concerns	NFER briefing for school leaders identifies addressing attendance as a key step to supporting attainment.	Planning/ targeted support through pastoral lead/ PP Lead	Pastoral Lead	Jun 2019

D. Increased attendance rates	Social skills/ counselling/ pastoral support Homework club Drop off club	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	Pastoral Lead	Jun 2019
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>					
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. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost	
Improve attainment cross-circular	School Uniform Resources for practical subjects Medical Training Trips and Residential Trips (France)	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met but approach shows promise.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£8,000	
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	

Improved Year 6 SATs results	Targeted small group work delivered by experienced TA	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	Effective use of data by all – identifying/ monitoring/ reflection/ targeting support.	£5,000
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iii. 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
Maintain progress for high ability pupils	Lunch time clubs inc. Science/ reading/ maths/ writing/ emotional literacy	Medium-low: positive impact for students who attend	Expenditure should be closely linked to student need and matched to evaluated targeted support	£5,000