

### **Use of the Pupil Premium Income in 2015/16**

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of eligible pupils of all abilities and to close the gaps between them and their peers.

Churnet View Middle School complete a needs analysis based on: data on entry to the school, assessment results and teacher feedback and this will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving FSM will be in receipt of Pupil Premium interventions at one time.

At Churnet View Middle School, the percentage of pupils in receipt of Pupil Premium funding is higher than the national average. In addition to this, there is a significant proportion of other pupils in families who are just above the threshold and so do not receive funding but would benefit from it.

Parents should be aware that Pupil Premium is a Government funding requirement and that schools choose to spend the money in a way which benefits the individual needs of the eligible pupils in the individual schools. At Churnet View Middle School, we work hard to make sure that as many pupils as possible benefit from the funding available.

### **Rates for eligible pupils**

**The PPG per pupil for 2015 to 2016 is as follows:**

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
<b>Service children</b>	
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

**How the money was spent last year**

The Allocation of Pupil Premium Funding for Churnet View Middle School April 2015 to March 2016

The school received - £172,600 + carry forward from last year of £27,487 totalling £200,087

The Allocation of Pupil Premium Funding for Churnet View Middle School April 2016 to August 2016

The school received - £41738 Q1 April 16 allocation + carry forward from 2015/16 £26448 totalling £68186

Y7 Catch Up Funding for Churnet View Middle School April 2016 to August 2016

The school received - £24000 + carry forward of £27027 totalling £51027

The Allocation of Sports Premium Grant Funding for Churnet View Middle School April 2016 to August 2016

The school received - £3810 April 16 allocation + carry forward from 2015/16 £4602 totalling £8412

Strategy	Action	Expected Impact	Outcomes/Impact
<p><b>Academic Intervention</b>  <b>Some Individualised One-to-One mentoring/tutoring and small group work. Additional support for pupils within the classroom.</b>  <b>This can be an effective strategy and accelerate progress by up to 5 months.</b></p>	<p>Intervention Tutors to support interventions in Literacy and Numeracy.</p> <p>Inclusion/Cover Supervisors x2</p> <p>TA Intervention</p>	<p>English and Maths one-to-one and small group interventions to accelerate the learning of those pupils identified as underperforming/not meeting ARE.</p>	<p>Although progress is at floor standard for reading and writing, Maths for all pupils. It is not at the expected standard for those eligible for PP, in terms of progress or attainment. In addition to this, not enough pupils who are classed as 'middle attainers' are making enough progress by the SATS examinations in May, particularly in Maths. Therefore, the number of intervention staff has been reduced for the academic year 2016/17 so that interventions can be stream-lined and more effective, and the school can concentrate on delivery of quality first lessons and intervention sessions.</p> <p>Intervention staff have also been used to teach classes or pupils in order to ensure quality first provision.</p>
<p><b>Behaviour Interventions</b>  <b>A pupil cannot benefit from a lesson if they are not present</b></p>	<p>Pastoral Support Assistant 37 hrs per week April – May 16</p>	<p>To support teaching staff with quality first provisions. To support the BFL systems in school to ensure there is a positive ethos</p>	<p>Overall, there is a positive trend across the school</p>

<p><b>in the classroom, engaged in the lesson and behaving appropriately for learning.</b></p> <p><b>The EEF reports that behaviour interventions and robust behaviour systems can develop a pupil's progress by 4 months.</b></p>		<p>and attitude to learning. Support for the HOYs so that they have more time to increase parental engagement with parent feedback and information sessions.</p> <p>In-class support and individual/small group withdrawal from lessons in addition to the class teacher to ensure access to the lesson and subject content. In class support is also in place to develop more positive attitudes in some pupils and support the classroom teacher in ensuring quality first teaching provisions.</p> <p>Appointed to support the BFL systems in school which in turn will improve attainment by reducing challenging behaviour. The aim is to continue to develop a positive school ethos and improve discipline which will lead to greater engagement in learning.</p> <p>To allow the school to set up a peer mentoring and reading system. Providing peer mentors with: training, guidance and targeted questioning information in order to enhance the experience for disadvantaged pupils.</p> <p>This use of funding has allowed the 'Learning Focus Room' to evolve. This provides a space for the pastoral/behaviour team to support teaching staff with quality first provisions and support disadvantaged pupils through workshops focusing on restorative practice and raising self-esteem.</p> <p>Homework has also been supported through after school homework club.</p>	<p>and the number of stage 3 and 4 sanctions has decreased.</p> <p>The only exception to this number is in year 5 where there is a negative trend. Two pupils can account for a large proportion of this. These pupils have received fixed term exclusions and have outside agencies involved. An EHCP application has been approved.</p> <p><b>*Future actions implemented as a result of this evaluation will be to include earlier transition meetings with first schools in relation to key behaviour/social and emotional concerns to ensure that the correct levels of support can be put in to place and funded when pupils begin in year 5.</b></p> <p>There has been a negative trend in the amount of lates recorded to school. However, this is due to higher expectations where punctuality is concerned and the introduction of a late gate. Positive impact should be seen in the Academic year 2016/17 here. This will be supported further by the use of PP funding to work with Attend EDC to raise the profile of attendance and punctuality.</p> <p>Analysis of behaviour data shows that PP pupils account for a proportion of the pupils who are recorded as having negative behaviour. Therefore, sanctions have been changed so that intervention staff now supervise before, lunch time and after-school sessions where pupils can make constructive use of their time and complete intervention work in maths and English. In order to support this, an extension of the Rapid Programme will be sought in 2016/17 so that intervention is more consistent and has more impact.</p> <p>The behaviour trend for PP eligible pupils is <b>positive</b> from the Autumn to the Summer Term.</p>
--	--	---	---

			<p>Although numbers of stage 3s for Persistent Inattention remain too high, we have seen the impact of additional staff CPD held throughout the year on low level behaviours as, overall, the number of stage 3s for this type of behaviour has decreased.</p> <p>The 'soft' impact of workshops and social and emotional interventions held by the behaviour team and the HOY 8 are also evident from the reduction in stage 3 and 4s for PP pupils from Autumn to Summer. There has been a focus on working with PP pupils to manage their behaviour and emotions and this has resulted in a positive outcome in lessons.</p>
<p><b>Supporting staff with Quality First Provisions and Individualised Instructions.</b></p>	<p>CC Data Manager 18.5hrs per week up to 29/11/15 (Short term provision to put data systems in place. Post not carried through to the next financial year).</p> <p>Assistant Progress Manager 24.75 hrs</p> <p>Behaviour/Attendance Support Officer 14 hrs</p> <p>Assistant Progress Manager 12.4 hrs per week</p>	<p>See above for comments on Behaviour Intervention expected outcomes and impact.</p>	<p>Exit data for year 8 shows that the cohort made considerable progress. Further PP analysis of this is currently ongoing.</p> <p>Further work needs to be done for those pupils who are coming in with low attainment data. Interventions will be focused on these pupils for 16/17. Maths CPD from Dave Godfrey is also being secured which will include an equipment and calculations policy for each year group and CPD for maths.</p>
<p><b>Welfare Intervention/ Social and Emotional Learning</b></p>	<p>Younger Mind Counsellor</p>	<p>To support pupils socially and emotionally to ensure that they have the appropriate support within the school environment to be able to access their learning and make as much academic progress as they are capable of.</p>	<p>The 'soft' impact of workshops and social and emotional interventions held by the behaviour team and the HOY 8 are also evident from the reduction in stage 3 and 4s for PP pupils from Autumn to Summer. There has been a focus on working with PP eligible pupils to manage their behaviour and emotions and this has resulted in a positive outcome in lessons.</p> <p>Evaluation of this service has resulted in the</p>

			school moving to provision with Visyon who have a more solution focused approach and work in more depth with the wider community surrounding the child.
<b>Enrichment Beyond the Curriculum</b>  <b>Experience of Outdoor Education and Challenge as well as Collaborative Learning.</b>	Opportunities Fund – support for end of year trips	To raise the aspirations of pupils and provide them with valuable life experiences that they would otherwise not be able to participate in.	‘Soft Impacts’ from this suggest that it allows pupils who would not usually access this enrichment, do so.
<b>Parental Engagement/Further Individualised Instruction and Attendance</b>	Free breakfast and lunches		Attendance to school was almost on a par with the Academic Year 2014/2015. However, there were not enough improvements made. See Attendance table below. Although there was a slight improvement in FSM attendance in some year groups, the overall PP remained similar to the previous year. Therefore, Attend EDC has been secured for the Academic year 2016/17 in order to promote attendance and punctuality and develop parental engagement/consistency with parental engagement in this area.  Attend will also complete training with new reception staff to make the screening of absence calls more effective.  There was a considerable improvement made for PP engagement with pupil progress days/evenings during 15/15 academic year. <b>See table below for Parental Engagement with Parents’ progress sessions.</b>
<b>Physical Environment and Outdoor Education Opportunities.</b>	Farm Curriculum	To develop outdoor provision, which can enhance a pupil’s progress by up to 5 months within the school environment. This will provide collaborative learning experiences with a level of challenge for pupils. The day-to-day operational side of looking	<b>See Behaviour Intervention Impacts above and in appendix.</b> The farm is used to provide rewards and responsibilities for a range of pupils.  Moving forward, we are looking to embed it further across all subjects by looking at links to the curriculum. Farm prefects have also been

<p><b>Sports Premium</b></p>		<p>after the animals and equipment will also provide practical problem-solving, explicit reflection and discussion of thinking. This can be related to the meta-cognitive strategies, which are proven to be highly effective in supporting pupils with making progress.</p> <p>Use of Sports Premium to improve equipment and range of sports pupils have access to. Outside specialist staff used to come in and take sessions with pupils and provide PE staff with CPD.</p>	<p>introduced to raise the profile of the farm and encourage aspirations/responsibility.</p>
<p><b>Resources which include packages to support Individualised Instruction, Behaviour Interventions, Raising Aspirations, Meta-Cognition and Self-Regulation and Reading Comprehension Activities.</b></p>	<p>Equipment to support quality first provisions such as: kindles, dictionaries for core core subjects, GL Assessment data packages, subscriptions to planning portals for staff, handwriting and phonics tools, revision guides, Rapid Phonics and SMART writing skills.</p> <p>SIMs App for iPads GL Assessment software for feeder schools</p> <p>Accelerated Reading/Maths</p> <p>Y7 Catch Up Learning Resources</p> <p>Development of Alternative Provision.</p>	<p>To support teaching and support staff in delivering quality first provision to pupils during lessons and the rest of the school day.</p> <p>An alternative support programme for pupils every lunchtime to support: homework, social and emotional well-being, behaviour for learning strategies, aspirations and relationships with peers. ICT, Fitness, Outdoor Education, drama therapy and horticulture/farming.</p>	<p>See Behaviour Intervention Impacts above and in appendix and outcomes for <b>Supporting staff with Quality First Provisions and Individualised Instructions.</b></p> <p>On average, reading comprehension approaches improve learning by an additional five months progress over the course of a school year. Implementing these systems has meant that staff are now supported with helping pupils to identify reading books which are at an appropriate level of difficulty and challenge. It also allows pupils to begin to identify their own strengths and weaknesses with their reading, which links to meta-cognitive thinking. Regular opportunities to read also supports and develops a pupil's progress in other subjects as they are able to access the subject content more easily and confidently.</p> <p><b>*16/17 provision will see an extension of intervention provision before, during and after-school and this will also include nurture sessions and sessions to support parental engagement.</b></p> <p>Accelerated Reading Results at the end of the</p>

			2015/2015 Academic Year have highlighted that PP pupils are in need of more reading intervention as there is a higher proportion of PP pupils who are in need of Urgent Intervention and Intervention compared with Non-PP. This is resulting in a shift of focus to reading in small group and one to one intervention sessions and more emphasis on the peer reading scheme in 2016/2017 academic year.
LAC Funds	Scout Camp		*See Enrichment Beyond the Curriculum

## Key Stage 2 Outcomes

### Reading, Writing and Maths

The % of PP eligible (disadvantaged) middle attaining pupils achieving the expected standard is below 'other' pupils in school and national 'other' pupils in reading and maths. On average, high and middle attaining PP eligible pupils performed lower than low attainers in school, and national 'other' in the writing progress measure. Low, Middle and high attainers are not performing in line with national 'others' in the Maths progress measures.

As a result of PP Reading and GPS scores and in a drive to continue to improve attainment/progress in Maths, additional lessons have been added to year 6 timetables for arithmetic and SPAG. Reading will also become more of a focus for the small group, one-to-one sessions and peer reading. There will be a focus on decoding, and exam techniques as well as subject content.

### Attendance

The picture for attendance is similar for 2015/16 as it was for the previous academic year. There have been some marginal changes. However, the school aims to achieve a whole-school percentage attendance of at least 96% in order to raise attainment. Therefore, some PP funding for 2016/17 has been allocated to working with Attend EDC to raise standards.

2015/2016 Attendance

	Boys	Girls	PP	LAC	SEN	EAL	FSM
Year 5	95.72	95.01	94.61	96.09	94.23	91.67	95.37
Year 6	95.95	94.88	95.11	97	88.35	N/A	95.62
Year 7	95.02	95.79	93.85	98.4	96.77	95.4	94.09
Year 8	95.42	95.43	91.94	94.45	94.91	99.15	89.95
Whole School	95.5275	95.2775	93.8775	96.485	93.565	95.40667	93.7575

2015/2014 Attendance

	Boys	Girls	PP	LAC	SEN	EAL	FSM
Year 5	95.61	95.4	94.81	96.02	94.48	99.74	94.81
Year 6	95.93	96.22	95.4	99.56	97.77	96	95.4
Year 7	95.42	95.13	93.93	98.15	94.76	97.36	93.93
Year 8	93.78	95.17	91.6	96.8	94.05	95.25	91.6
Whole School	95.185	95.48	93.935	97.6325	95.265	97.0875	93.935

**Parental Engagement: 2015/16**

Analysis of this highlights the need for tracking and monitoring these sessions.

Moving forward in to 2016/17, parents information evening will also be analysed in this way.

<b>Year Group</b>	<b>Percentage of parent Attendance 2015/16</b>	<b>Percentage of PP parent attendance.</b>	<b>Percentage of parent Attendance 2014/15</b>	<b>Percentage of PP parent attendance 2014-2015</b>	
<b>5</b>	<b>87.6%</b>	<b>87.8%</b>	<b>36.8%</b>	<b>7.69%</b>	
<b>6</b>	<b>69.9%</b>	<b>58.82%</b>	<b>39.8%</b>	<b>18.37%</b>	
<b>7</b>	<b>80.65%</b>	<b>97.9%</b>	<b>Figures unavailable</b>	<b>Figures unavailable</b>	