

Pupil Premium Strategy Statement: Churnet View Middle School. 2016/2017

1. Summary information					
School	Churnet View Middle School				
Academic Year	2016/17	Total PP budget	£210,122 expected PP income	Date of most recent PP Review	July 2015
			£20,00 estimated Year 7 Catch Up income		
			£13,763 Sports Premium Income		
			Total: £243,885		
Total number of pupils	442	Number of pupils eligible for PP	156 (35.29%)	Date for next internal review of this strategy	September 2017

2.	3. Current attainment			
	<i>Floor Standard Parameters for all pupils</i>	<i>Pupils eligible for PP (Churnet View Middle School school)</i>	<i>Pupils not eligible for PP National Average 2016</i>	

% of pupils achieving the expected standard in reading, writing and maths		65%	16%	60%
Reading progress score		-5_≥	-6.27	0.33
Writing progress score		-7_≥	-2.07	0.12
Maths progress score		-5_≥	-5.49	0.24
4.	5. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				
A.		PP eligible pupils achieving expected in R, W and M is below other pupils and national		
B.		Attendance for PP eligible pupils is slightly lower than other pupils and national.		
C.		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.		
D.		On average, high and middle attaining PP eligible pupils performed lower than low attainers in school, and national 'other' i in the writing progress measure.		
E.		Low, Middle and high attainers are not performing in line with national 'others' in the Maths progress measures.		
F.		Some pupils come from homes that are unable to support a positive reading culture and do not have access to quality books and learning environments away from school.		
G.		Some pupils come from homes where parental engagement with the school is not present, which is needed to support a pupil with the application of their learning and to support them with key characteristics that lead to successful employment in the future.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)				
A.		Pupil attendance, although at the National Standard for other pupils, needs to improve for PP eligible pupils (93.6% 2015/2016). This reduces the hours a pupil is in school causes them to fall behind.		
B.		Churnet View is located in a deprived area, where unemployment is high. Some parents are employed on 0 hours contract. The school is also above the National Average for pupils in receipt of FSM.		

C.		The Mindset of pupils and some parents contributes to a lack of resilience and low aspiration for future employment.	
D.		Low level disruptive behaviour has interfered with the delivery of quality first teaching in classrooms, small group and one -to-one intervention sessions.	
6.	7. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria	
A.		<p>Identify low, middle and high attaining pupils (via KS1 level to scaled score conversion) and target groups of pupils in order to increase Progress Scores across KeyStage 2. Particular focus placed on middle attaining PP eligible pupils: Reading, Writing and Maths.</p> <p>Improve attainment outcomes for middle attaining PP eligible children with strategies that improve QFT and raise staff, pupil and parental expectations</p>	<p>Pupils eligible for PP (and especially those identified as middle attainers) make more rapid progress in Key Stage 2 so that they meet age related expectations.</p> <p>Measured in years 5 and 6 by a blend of assessments: teacher assessment, STAR Reading tests, GL standardisation assessments and successful moderation practices.</p>
B.		<p>Increase the Progress Scores of all attainers eligible for PP in Maths across KeyStage 2. This will then lead to an increase in attainment.</p>	<p>Pupils eligible for PP make as much progress in maths as 'other' pupils nationally.</p> <p>Measured in years 5 and 6 by a blend of assessments: teacher assessment, STAR Reading tests, GL standardisation assessments and successful moderation practices.</p>
C.		<p>To achieve a higher % attendance for pupils eligible for PP and embed support systems for those pupils and families, if necessary.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall attendance of this group of pupils to improve from 93.6% to 96%.</p> <p>More pupils/families engage successfully with the school/ external agencies where appropriate.</p>

D.		To continue to embed behaviour/rewards systems to ensure that low level disruptive behaviour does not interfere with quality first provisions.	Fewer behaviour incidents and more engagement with the rewards system recorded on the school system.
E.		Increase parental engagement for those families eligible for PP.	Increased number of PP eligible families in attendance at parent and information evenings.
F.		Develop all pupils' (and therefore PP eligible pupils') interest and engagement with the National Curriculum and the School Curriculum.	<p>Development of the school farm and embedding it in the school curriculum and pastoral provision.</p> <p>Pupils engaging with enrichment activities and trips.</p> <p>Development of key learning spaces for pupils.</p> <p>Links made with staff CPD.</p>
G.		To develop and embed staff, pupils and carers understanding and use of Growth Mindset.	<p>Evidence of Growth Mindset language in feedback (both verbal and written). Use of language and Growth Mindset theories in lessons.</p> <p>Increase in the resilience of pupils who are not making expected levels of progress or meeting attainment standards so that they will go on to achieve these things.</p>

8. Planned expenditure					
Academic year		2016/2017			
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>To achieve a higher % attendance for pupils eligible for PP and embed support systems for those pupils and families.</p>	<p>To engage the services of Attend EDC to adopt a more rigorous approach to attendance and punctuality. To continue to build more positive relationships with parents/carers and have more capacity to signpost them to other appropriate agencies who can support them.</p>	<p>EEF research supports that positive, consistent attendance promotes learning and a higher chance of achieving more highly. Attend will also support our drive to increase positive parental engagement by developing communication with parents RE: attendance and punctuality.</p> <p>Attend EDC also offer support services which will allow the school to provide further emotional or social support for families or groups of pupils. For example, with issues such as self-esteem or monetary issues.</p>	<p>Close monitoring of the attendance/persistent absence figures of key groups of pupils.</p> <p>More preventative approach. More information provided for pupils and families through assemblies and information on website/social media.</p> <p>Office staff training in first absence phone calls.</p> <p>Inclusion of attendance in rewards system. More emphasis placed on attendance in rewards. Celebrate successes of high attendance through certificates and communication with parents.</p>	<p>Assistant Headteacher Pastoral Admin Support</p> <p>HOY/Form Tutors.</p>	<p>Termly.</p>
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<p>D. To continue to embed behaviour/rewards systems to ensure that low level disruptive behaviour does not interfere with quality first provisions.</p>	<p>Continue to develop systems to identify key pupils and classes and use behaviour manager to target those pupils/groups. Focus on positive behaviours through the development of the rewards system and ensure that there is a restorative and consistent approach to behaviour management across the school.</p>	<p>Throughout the academic year 2015-2016, there was a considerable increase in parental engagement with parents' evenings/days.</p> <p>There was also a positive trend in the number of behaviour incidences between Autumn and Summer Term. The EEF reports that robust and consistent behaviour systems can advance progress by over 4 months. Therefore, the money has been allocated in this way to continue to improve on the positive trend with behaviour patterns seen during the 2015/16 academic year and to allow the school to evaluate more closely the behaviour of PP pupils in order to ensure they are engaging fully with their learning.</p>	<p>Ensure behaviour incidents are recorded consistently and dealt with in an appropriate and consistent way.</p> <p>Monitor behaviour and provide opportunities for pupils not always engaging with their learning to catch up during intervention sessions, before, during and after school.</p> <p>Successful liaison with parents regarding behaviour from subject staff to SLT.</p> <p>The use of 'In House' Cover Supervising staff will provide more consistency for pupils during staff absence and will allow for more rigour and consistency in the application of classroom routines.</p> <p>The development of the use of data to identify key areas for concern with individual pupils and classes. HOY/ Data Manager to then use this data to put strategies necessary in place.</p> <p>Evaluation of rewards system through the school council to ensure that rewards are relevant and engage all pupils.</p>	<p>Classroom teachers, HOYs, Behaviour Manager and AHT.</p>	<p>Mid-term behaviour data check at the end of Autumn Term 1.</p> <p>June/ July 2017</p>
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>A. Increase in Progress Scores across Key Stage 2 for all pupils (but particularly middle attaining PP eligible pupils) in Reading, Writing and Maths. This will then lead to an increase in attainment.</p> <p>B. Increase the Progress Scores of all attainers eligible for PP in Maths across Key Stage 2. This will then lead to an increase in attainment.</p>	<p>Academic Intervention</p> <p>Some Individualised One-to-One mentoring/tutoring and small group work. Additional support for pupils within the classroom.</p> <p>Employment of HLTA in order to provide more specialist Intervention and set up targeted classes in Maths.</p> <p>This can be an effective strategy and accelerate progress by up to 5 months.</p>	<p>To be used in order to allow for extra specialist staff intervention provision by the classroom teacher/HLTA. This will promote the delivery of more quality first teaching during intervention sessions and in the classroom.</p> <p>This will also allow for higher quality feedback. Subject staff will know the areas for improvement of the pupils more readily than an intervention member of staff and so this will allow a more targeted approach. EEF Toolkit suggests that high quality feedback is an effective way to improve attainment.</p> <p>Intervention sessions will also be completed in small groups which will allow staff to provide more detailed, immediate feedback to pupils during the sessions. TAs also complete targeted intervention sessions with pupils during reading time using the Rapid Programme.</p>	<p>Pupils identified by PP lead through the use of a blend of data at subject staff level through to SLT level. This will allow for more accurate identification of target pupils.</p> <p>Rigorous monitoring of lessons, planning and marking to ensure that there is quality first provision and staff are aware of the needs of PP eligible pupils.</p> <p>Convert KS1 scores to scaled scores then band pupils into low, middle and high attaining groups.</p> <p>Development of PP calculators for Years 5 and 6 created to identify barriers for PP eligible pupils and allow teachers to prioritise/adapt to the individual needs of the pupils accordingly.</p> <p>Use of standardised testing systems to inform Teaching and Learning.</p>	<p>Headteacher Assistant Headteachers for PP and T and L</p> <p>English and Maths Lead with Assistant Headteacher having an overview</p>	<p>Ongoing throughout the academic year.</p>
<p>B. Increase the Progress Scores of all attainers eligible for PP in Maths across Key Stage 2. This will then lead to an increase in attainment.</p>	<p>To support quality first provision in the Maths department. To allow the school to provide resources/training which will support quality first provisions in the classroom.</p>	<p>To work with D Godfrey to introduce and embed a Visual Calculations policy which also includes years 3 and 4 in order to address the needs of pupils who do not come in with ARE.</p> <p>This will make sure there is a consistent approach to teaching the methods and making sure that pupils are using the correct equipment at various stages. Further CPD also to be given on Numecon.</p>	<p>Time will be allocated for staff to receive training and then disseminate it to the department.</p> <p>Information will also be added to the website/social media pages in order to provide parents with accessible information to support the learning of their child at home.</p>	<p>Maths Lead and Lead for T and L.</p>	<p>Termly</p>

<p>A. Increase in Progress Scores across Key Stage 2 for all pupils (but particularly middle attaining PP eligible pupils) in Reading, Writing and Maths. This will then lead to an increase in attainment.</p> <p>B. Increase the Progress Scores of all attainers eligible for PP in Maths across Key Stage 2. This will then lead to an increase in attainment.</p>	<p>Improvement of Learning Environment: year 6 area, intervention spaces</p> <p>To support staff in quality first provision that extends to homework. To encourage parental engagement. To facilitate pupils being able to access resources from home so that they have increased opportunities to apply and consolidate their learning.</p> <p>Revision Guides for year 6: Maths and English.</p> <p>I-Pads (minis)</p> <p>Top up of dictionaries and spell checkers</p> <p>Subscription to school newspaper.</p>	<p>To continue to evolve the primary experience for Key Stage 2 pupils. To provide eligible pupils with the opportunity to access a setting that will cater for a range of learning styles and provide a stimulating environment for them.</p> <p>To improve the standard of dictionaries for key stage 2/3 to ensure they have access to vocabulary that encourages stretch and challenge.</p> <p>To ensure that pupils have the right equipment to support their learning.</p> <p>Top up of spell checkers in order to make sure that a range of learning styles is catered for.</p> <p>To support staff with quality first provision and provide pupils with technology which can support their learning/progress.</p> <p>To provide pupils with more readily available current local and global news to promote SMSC.</p>	<p>Rolling programme to ensure that the year 6 Learning Environments are conducive to effective teaching and learning. This will include organisation of the classrooms to cater to different learning styles.</p> <p>Convert KS1 scores to scaled scores then band pupils into low, middle and high attaining groups.</p>	<p>SB/JP Year 6 team</p>	<p>Ongoing as the project progresses.</p>
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<p>E. Increase parental engagement for those families eligible for PP.</p>	<p>Free breakfasts and lunches</p> <p>An increased number of parental engagement sessions, focusing particularly on SATs information/ workshops.</p>	<p>Research has shown that this can move a child's progress on by 2-3 months. The aim of this is to encourage parents to form more positive relationships with school and provide opportunities for parents to see where they can support the learning of their child at home.</p>	<p>Number of pupils/families having FSM.</p> <p>Evaluation of the attendance of parents at the information evening sessions and feedback received from them.</p>	<p>Pupil Premium Lead and Subject Leads</p>	<p>Termly</p>
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<p>A. Increase in Progress Scores across Key Stage 2 for all pupils (but particularly middle attaining PP eligible pupils) in Reading, Writing and Maths. This will then lead to an increase in attainment.</p> <p>B. Increase the Progress Scores of all attainers eligible for PP in Maths across Key Stage 2. This will then lead to an increase in attainment</p>	<p>Additional staff to support interventions: before, during and after-school.</p> <p>Extension of the use of the 'Rapid' programme from SEN interventions to interventions with eligible pupils. This will allow more consistency across interventions and make the evaluation of it more efficient.</p>	<p>Identification through data on entry and teacher assessment feedback to pinpoint pupils who needs targeted small group support.</p> <p>Additional consistent staff who will build up a rapport with pupils and develop their confidence</p> <p>Experienced staff will provide small group or one-to-one tuition. This will lead to more effective feedback and consistency in teaching approaches for pupils.</p>	<p>Progress will be assessed at each assessment point. Intervention staff will have pupils in blocks and assess whether there is a need for further intervention at the end of each period.</p> <p>Communication will occur between Lead for Pupil Premium, Leads of Maths and English departments, HOY and classroom teachers. A blend of data will be used to identify which pupils need to be prioritised for Intervention.</p> <p>Time will be allocated in department meetings to discuss the progress of PP eligible pupils and the progress they are making. After each assessment point, form teachers will have pupil progress meetings with key pupils during tutor time as part of a form of assertive mentoring to provide pupils with direct feedback.</p>	<p>PP, Maths and English Lead, HOY, Classroom teacher and Intervention Staff.</p>	<p>Termly</p>
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>F. Develop all pupils' (and therefore PP eligible pupils') interest and engagement with the National Curriculum and the School Curriculum.</p>	<p>Development of the school farm and embedding it in the school curriculum and pastoral provision.</p> <p>Pupils engaging with enrichment activities and trips.</p> <p>Links made with staff CPD.</p>	<p>In keeping with Maslow's Hierarchy of Needs, if pupils have the core elements met, they are more likely to develop the skills needed to be successful. Providing pupils with opportunities that they may not usually have will serve to raise aspirations and broaden their view and Mindset.</p> <p>In making the approach whole-school, the responsibility is shared and it allows for a consistency of approach which pupils are more likely to respond to.</p>	<p>As part of the Monitoring and Evaluation Schedule.</p> <p>Departmental time.</p> <p>Administration support with enrichment trips and opportunities.</p> <p>Staff training and including targets in staff CPD.</p>	<p>Headteacher and AHTs</p>	<p>Throughout the Academic Year</p>
<p>G. To develop and embed staff, pupils and carers understanding and use of Growth Mindset.</p>	<p>Evidence of Growth Mindset language in feedback (both verbal and written). Use of language and Growth Mindset theories in lessons.</p> <p>Increase in the resilience of pupils who are not making expected levels of progress or meeting attainment standards so that they will go on to achieve these things.</p>	<p>EEF Toolkit suggests that high quality feedback is an effective way to improve attainment/progress. This will also serve to raise the aspirations of pupils and encourage them to be more resilient in the face of challenge.</p>	<p>As part of the Monitoring and Evaluation Schedule.</p> <p>Departmental time.</p> <p>Administration support with enrichment trips and opportunities.</p> <p>Staff training and including targets in staff CPD.</p>	<p>Headteacher and AHTs</p>	<p>Launch in Autumn 2 and Review in Spring 1 initially with a view to securing external staff CPD.</p>

<p>Experience of Outdoor Education and Challenge as well as Collaborative Learning.</p>	<p>More attendance of eligible pupils at extra-curricular sporting events and practises.</p> <p>Use of sports premium funding to purchase new equipment for pupils to gain valuable experiences of a range of sports. For example, badminton and access to trampolines.</p> <p>Developing the use of the farm and the farm curriculum.</p>	<p>Research shows that pupils who undertake work relating to social an</p> <p>Building character means to develop a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience. Evidence from the EEF suggests that support to develop these attributes may be particularly important for children from disadvantaged backgrounds.</p> <p>A high proportion of the cohort is from an agricultural background. The use of the farm will encourage pupils to make connections with their learning and the industry they are in thus improving their engagement. It is also an opportunity to appeal to a range of learning styles and offer sensory opportunities to pupils.</p> <p>The aim is also to use the farm to prepare pupils more fully for life outside of school.</p>	<p>Through pupils' engagement with extra-curricular activities and monitoring progress in PE.</p>	<p>PE teaching staff.</p> <p>The Science Department. PP Lead.</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£243,885</p>