

Pupil premium strategy statement for Emmanuel CE VA Middle School

1. Summary information					
School	Emmanuel CE VA Middle School				
Academic Year	2018/2019	Total PP budget	£71225	Date of most recent PP Review	June 2017
Total number of pupils	414	Number of pupils eligible for PP	63	Date for next internal review of this strategy	July 2019

2. Current attainment				
	KS2	Pupils eligible for PP	Non-PP pupils	National - All
% achieving expected standard in reading KS2		53% (0%)	72% (29%)	75%
% achieving expected standard in writing KS2		65% (0%)	85% (40%)	78%
% achieving expected standard in maths KS2		24% (0%)	62% (24%)	76%
% achieving RWM combined		18%	55%	64%
Progress from KS1 in reading		-6.58	-2.13	0
Progress from KS1 in writing		-1.87	1.44	0
Progress in KS1 in maths		-7.93	-3.6	0
	Year 7			
Reading (ARE +)		72.7% (GD 9.09%)	84.62% (GD 16.67%)	
Writing (ARE +)		40.91% (GD 4.55%)	62.82% (GD 11.54%)	
Maths (ARE +)		68.18% (GD 0%)	85.9% (GD 2.56%)	
	Year 8			
Reading (ARE +)		60% (GD 6.67%)	89.83% (GD 32.2%)	
Writing (ARE +)		26.67 % (GD 6.67%)	81.36 (GD 15.25%)	
Maths (ARE +)		33.33% (GD 0%)	85.71% (GD 0%)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Teacher's awareness of and focus on PP children's progress needs to be raised	
B.	There needs to be increased and more prominent feedback in PP children's books	
C.	Low aspirations and motivations for PP children	
D.	KS2 PP pupils often need to make greater progress than their peers in order to reach ARE/the attainment they should be reaching based on their KS1 results.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	Attendance PP = 93.09% (year) compared to Non-PP = 96.06% 2017-2018 and overall = 95.52%	
G	Parental engagement in children's motivation and aspirations to do well	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	Increased attendance	Reduce the number of persistent absentees to ? Overall attendance increases from % to % by
2.	PP children of all abilities to make the same or greater amount of progress in KS2 as Non-PP children across English and Maths.	Year 5 and 6 Pupils will show the same amount /greater amount of progress as their peers by the end of the year
4.	PP children to have the same opportunities as Non-PP children to experience activities which help to boost confidence and feel like part of a team or feel a sense of responsibility.	PP children are Ambassadors, school councillors and Sports Leaders ie they hold positions of responsibility. QE sports events are attended by PP Trips subsidiary being used by PP children PP children going on trips Music lessons for PP children where appropriate ELSA/SEAL used by PP children where appropriate
5.	PP children to foster a Growth mindset and increase drive and endeavour to achieve.	Children to use Growth Mindset language when talking to adults in school.

		<p>Children to have increased resilience when challenged.</p> <p>Both of these can be monitored during PP learning walks</p>
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5. Planned expenditure

Academic year

2018/2019

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. Increased Attendance

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><u>Increased attendance for PP children</u></p>	<p>PP lead to monitor PP attendance and persistent absentees and investigate reasons.</p> <p>Clear whole school structure in place which involves a wave of responses:</p> <ol style="list-style-type: none"> 1. Tutor 2. HOY 3. SLT 4. Outside agency <p>Contact to be as follows:</p> <p>Phone call (friendly reminder) Letters (formal) Postcards (improvements)</p> <p>Monitoring system used by all in shared drive</p>	<p>Attainment cannot improve if attendance is low; Ofsted and PP review brought to light that improving attendance needs to be a priority focus for us.</p>	<p>PP lead aware of reasons for low attendance and persistent absenteeism and engaging with parents of these children.</p> <p>Tutors to monitor attendance weekly and to call if they have concerns.</p> <p>SA will monitor attendance monthly and produce % for PP lead on request.</p> <p>PP Lead to monitor attendance from report</p> <p>PP Lead to also conduct interim checks of attendance to share with Tutors and ensures they are aware of individuals and making contact.</p> <p>HOY will monitor attendance monthly for all children and follow the steps to responding (flow chart)</p>	<p>Tutors</p> <p>HOY</p> <p>PP Lead</p> <p>SLT</p>	<p>Half-termly</p>

	Whole school approach to boost profile of attendance through rewards in celebration assemblies.				
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Total budgeted cost £7000

ii. 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?
<u>Raised awareness of PP children for all staff.</u>	Inclusion Board in staffroom	The Inclusion Board is a focus of discussion in the staffroom and encourages people to think of these children first. It also helps put a name to a face.	Monitor Inclusion Board. All staff to be aware of PP children. Teachers will check understanding and progress of PP children first because they will know exactly who they are.	ES PP Lead HOYs	Half termly
	Up-to-date live information from SIMS (with attainment, prior attainment and eventually barriers to learning on the report). Updates from ES when children are added or taken off PP lead will re-run and upload new report	The spreadsheets the staff did look at were just names and TG. We will add key information to this, so teachers can see it 'at a glance'. This will include attendance, current attainment for Reading, Writing and Maths and PAG. Lists that staff received did not match what was on SIMS.	Teachers will be aware of all PP children in each class they teach	PP lead Class teachers ES	Half termly
	INSET days in September 2018 – focus on barriers to learning for key PP	Identifying and acting upon barriers for learning – proven by John Dunford to be of low cost and high impact.	Teachers will be aware of their barriers to learning, implementing strategies to help those children.	PP Lead Subject Leads	Half termly learning walks

	<p>children and PP strategies we can use in the classroom</p> <p>Barriers to learning and strategies to overcome are recorded on SIMS for PP children</p>		<p>Teachers will ensure all PP children engaged and participating in lesson.</p> <p>Teachers will check understanding and progress of PP children first.</p>	SLT	
	<p>Ensure PP children have correct equipment for the day.</p>	<p>PP children are often identified, by teachers, as being ill-equipped in lessons.</p>	<p>HOY have lesson equipment and water bottles – PP children prioritised for these.</p>	PP Lead/HOY	Daily
<p><u>PP children of all abilities to make the same or greater amount of progress in KS2 as Non-PP children across English and Maths</u></p>	<p>Identify gaps in learning for pre-teaching in Maths and English.</p> <p>Teachers to use Maths trackers from previous year to inform their teaching.</p> <p>KS2 Maths and English lessons increased to 1.5 hours (in KS2) to allow for pre-teaching and gap filling and enhanced teaching levels sustained to enable: flexible grouping in year 6; and additional small group catch up time for class teachers</p>	<p>OFSTED identified that teachers were not aware of gaps in learning from previous years and were therefore not delivering 'responsive teaching'.</p>	<p>Children will be prepared and ready to access the Y6 curriculum</p> <p>Weekly small group intervention from English teacher during year group assembly time (recorded for English). PP children prioritised for these. Records kept of PP children attending.</p> <p>Quality first teaching monitored by HOYs, PP Lead and Heads of English/Maths (timetabled)</p> <p>Half-termly learning walks from Maths and English Leads</p>	<p>Subject Leads</p> <p>SLT</p> <p>Class teachers</p>	Half termly

	PP lead to attend Progress Review meetings with HOYs in Year 5 and 6	Ensure barriers to learning are identified and small group interventions prioritise PP children			Half termly?
	Experienced teachers given one hour a week for small group interventions for Year 6.	Small group interventions have been proven by EEF to be more effective than 1:1 support	Children with outstanding or considerable gaps in their learning will have time to address these specific needs	HOY Class Teachers Intervention Teachers	Half termly?
<u>Feedback in PP children's book should be increased, more prominent and responded to</u>	Teachers to 'hot mark' PP children's books first Teachers to ensure PP children are responding their feedback appropriately.	After a book scrutiny where PP vs non PP was a focus, we noticed that PP children were less likely to respond to their feedback. EEF Report – biggest impact, lowest cost	Agreed at INSET training September 2018 PP focus in book scrutinies PP books looked at during learning walks	All teachers PP lead Subject leads SLT	Half termly

Total budgeted cost £46,000

iii. Increased resilience of PP Children

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><u>PP children to have the same opportunities to participate in the wider life of school</u></p>	<p>Financial support offered for trips and music tuition.</p> <p>PP children chosen to take part in sporting activities offered throughout the year by QE.</p> <p>PP children to be given roles and responsibilities.</p>	<p>Increase children’s feeling of inclusion and sense of responsibility. Motivate children to attend school and value their contribution to school life.</p>	<p>Inclusion Board used and updated.</p> <p>Correspondence with parents via letters</p> <p>PP Questionnaire to include questions on participation in the wider life of school. Participation will increase.</p>	<p>PP Lead</p> <p>HOY Teachers</p>	<p>Half-termly</p>
<p><u>Increased aspirations and Growth Mindset for PP children</u></p>	<p>Academy-wide INSET training with experts</p>	<p>This is a trust-wide strategy – to raise the aspirations and motivation to succeed of these children.</p> <p>This was identified by the EEF Toolkit and by John Dunford as a strategy that has the biggest impact and lowest cost</p>	<p>PP Children’s response to challenges will be positive.</p> <p>Engagement in tasks high</p> <p>ALL staff conveying positive and aspirational messages to disadvantaged pupils.</p> <p>100% buy-in from all staff.</p> <p>PP children will be receiving the same amount of candle credits as non-PP children.</p>	<p>SLT</p> <p>PP Lead</p> <p>Subject lead</p>	<p>Half-termly</p>
	<p>All PP children have a ‘mentor’</p>	<p>EMS staff will enable and facilitate children to identify their barriers and overcome them independently.</p>	<p>PP Children will feel valued.</p> <p>Success stories will be recorded by PP Lead</p>	<p>Teachers TAs PP Lead</p>	<p>Termly</p>

	Increase awareness of Higher Education opportunities (parents and KS3 children)		KS3 children will see themselves as candidates for Higher Education and strive to achieve.		
	<p>Increase parental engagement</p> <p>Ensure parents aware of entitlement to subsidies for trips, music lessons and uniform.</p>	<p>Increased parental engagement leads to more positive relationships and therefore increased engagement from children</p>	<p>PP children's parent's attendance of parent's evenings should be monitored.</p> <p>PP children's parents contacted prior to parent's evening to make an appointment.</p> <p>Tutors to contact PP children's parents about successes.</p> <p>Increased take up of subsidies – letters home outlining entitlements (eg uniform).</p>	<p>Tutors</p> <p>PP lead Office</p>	<p>Termly</p>
Total budgeted cost					£19,000