

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	St Osmund's CE Middle School				
Academic Year	2018-19	Total PP budget	£100,595	Date of most recent PP Review	01.11.18
Total number of pupils	702	Number of pupils eligible for PP	106	Date for next internal review of this strategy	06.03.18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National – all pupils</i>
% achieving expected standard or above in reading, writing & maths	16%	64%
% making expected progress in reading (as measured in the school)	56%	75%
% making expected progress in writing (as measured in the school)	40%	78%
% making expected progress in mathematics (as measured in the school)	28%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading age – poor reading skills on entry
B.	Quality of teaching, low expectations of staff
C.	Lower prior attainment of PP pupils compared with non PP
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance 2017-8 91% average non PP, 91% average PP Parental engagement Approach to learning of many PP students

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Increase in reading age for PP students. Lexia used as a diagnostic tool and to accelerate the progress of pupils with low reading age	At least 18 month gain by July 19. PP children's reading age will match their chronological age
B.	Quality of teaching will show rapid improvement. Progress of PP students will be at least in line with non PP. PP attainment will be at least in line with Age Related Expectations.	ARE and progress data ATL scores
C.	Students with lower prior attainment will receive targeted intervention to make accelerated progress to 'close the gap'	Progress and assessment data PP gap will close
D.	<p>Improved attendance for PP students (91.91% in 17/18) and improved persistent absenteeism.</p> <p>Greater opportunities for parents to engage with their child's learning e.g Parent Hub, school website, knowledge organisers will lead to increased parental engagement. Parents feel more supported to help their child. Higher attendance rate of PP parents at parent's evenings.</p> <p>ATL will show improvement. Students will know what they need to do to improve and this will be communicated home. ATL monitored half termly.</p>	<p>PP attendance at least matches non PP. Target 96%</p> <p>Uptake of Parent Hub, Parental feedback (questionnaire) higher PP % attendance at PCE,</p> <p>ATL scores will be 3+</p>

5. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	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
Create additional teaching groups (KS3)	To close the attainment gap	Additional teaching group have had little impact on attainment of PP pupils	EEF +3. Under review and unlikely to continue	£25k
Use of formative assessment	To focus support on under-achieving pupils and inform T and L. To increase quality of feedback (next steps)	Used to inform teaching and learning. More opportunities for self and peer assessment. Quality of feedback has improved (next steps). Evidence in pupil books	A focus on AFL has improved feedback given to pupils and ensured time has been given to reflect on their learning. There needs to be much greater consistency across the school.	£9750
Tracking	To identify SOC and reduce barriers to learning	Improved data systems and tracking have provided more accurate assessment of ATL and attainment.	Insufficient assessment data and lack of consistency across the school. Lack of data driven decisions has, in part, led to poor outcomes for PP. This needs to be over-hauled urgently.	
Trips	To remove some financial barriers for pp children on residential trips. £50 KS2, £200 KS3	Some children were able to go on trips as a result of support.	Time for tutors to 'mentor' pupils is limited and consideration needs to be given to who is best placed to do this. This support needs to be advertised to PP parents to maximise rather than minimise uptake.	

ii. Targeted support				
Action	Intended outcome	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
Intervention groups Literacy (reading)	Progress in literacy skills	PP have not made sufficient progress through interventions.	Accurate targeting of pupils and quality of intervention is crucial. We are considering Lexia as an alternative which is diagnostic and will individualise support for each child. Impact not rigorously monitored.	£3500
Pastoral worker/transition mentor	Smooth transition of all Yr 5 pupils so that they are ready and able to learn and SEMH barriers are minimised	Helen is an invaluable link between first schools, parents and us. PP family and learning history is passed on which informs our approach.	Earlier involvement of PP lead with yr 4 PP children and families is needed. Peer mentoring/buddy system to be in place earlier for Yr 4 PP children and they would benefit from more visits to St Osmund's. There could be more opportunities for buddy and PP pupil to build relationships both pre and post transfer. Better use and access to historical information	£7335
Small group maths teacher intervention sessions	numeracy	Limited	High cost intervention which needs to accelerate progress and be targeted at PP children. Success criteria need to be clear and outcomes monitored.	£10k
iii. Other approaches				
Action	Intended outcome	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
Digital technology	Learning gains from technology	Different learning styles can be accommodated more easily. YT clips and interactive activities can be included in lessons which impact on learning games	No direct benefit for PP	£2500

Trips and visits – extracurricular and STEM days at THS	Engagement and increased aspirations. SEMH Barriers to transfer reduced	PP benefitted from STEM days which helped raise their attainment and led to improved ATL. Low aspirations were also challenged. Smoother transfer to THS, greater readiness to learn	STEM days will continue and other links with curricular areas developed. New links with a variety of establishments (Weymouth and Yeovil College, Universities) and Careers need developing for PP	£5000
Breakfast Club	Support attendance. A nutritional breakfast. Support families To ensure a calm and orderly start to the day	PP children have benefitted and this has had some impact on attendance.	We need to ensure that there is a consistent focus on SEMH gains. This needs to reach more PP pupils. More time needed so starting time will be reviewed	£2000

6. Planned expenditure

Academic year

2018-9

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review
CPD behaviour management Attachment friendly school	Increased staff skill and knowledge. Increased progress of students. Reduction in SEMH barriers to learning.	Behaviour management practice designed to nurture & secure attachment. (attachment-aware training) (EEF behaviour interventions +3)	CPD whole staff approach Student behaviour monitored	AE	July 2019
Reading and vocabulary training	PP children's reading age will match their chronological age. Students vocabulary will be richer and Tier 3 subject specific words spelt correctly	Reading and vocabulary training, (EEF Phonics +4, Reading comprehension strategies + 6)	Reading age tested termly CPD. Knowledge organisers. Focus on vocabulary monitored in learning works, lesson observations	ZW, AP, JL S Leaders SLT	Termly

Maths mastery KS2	Improved staff skill and knowledge High levels of challenge. Faster rates of progress. Higher % of more able will attain 'greater depth'	Evidence shows maths mastery, for example, accelerates progress (EEF mastery learning +5).	CPD Delivery and outcomes monitored regularly. Lesson observations. SLT line manager to monitor impact with SL	Maths Leads TC and AM	Termly
Collaborative learning	Greater use of collaborative learning in lessons. Increased rate of progress	(EEF Collaborative learning +5)	CPD. Monitored by SL in department meetings and evidence in books, SOW, learning walks and lesson observations	SL/SLT	Half termly. Feedback to individual staff
Feedback	Improved quality, immediacy and consistency of feedback, leading to rapid response to misconceptions. More opportunities to greater depth. Pupils more engaged in feedback.	(EEF feedback +8)	CPD. Dec 2018. Monitored by SL in department meetings and evidence in books, SOW, learning walks and lesson observations	CM	Half termly. Feedback to individual staff
Oracy	Increased ability of pupils to express themselves fluently and grammatically in speech.	(EEF oral language interventions +5)	CPD. Evidence in SOW, learning walks and lesson observations.	EA	Half termly.
Knowledge organisers	Increased use of Tier 3 vocabulary. Higher attainment and faster progress. Knowledge rich curriculum Parental engagement in pre and over learning		CPD on effective KO. Monitored by SLT with SL. SL in department meetings and evidence in books, SOW, learning walks and lesson observations.	Subject Leaders FB	May 2019
Increased frequency and accuracy of assessment and ATL.	Data driven decision making. Faster intervention to support progress.	Better targeted teacher intervention more quickly. PP progress monitored more regularly. Ofsted PP report into effective strategies – 'class and subject teachers new which pupils were eligible for PP so that they could take responsibility for accelerating their progress' Greater accountability developed amongst staff team	CPD on data analysis. Assessment results will indicate progress. SLT line manager to discuss progress with SL, SL with teachers. Challenge less than expected progress. PP children will reach ARE or better	SL/SLT/MM Report to Governors	After each data drop

Total budgeted cost £50,000**ii. Targeted support**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement
Homework Club.	To support students and families with learning with pre and over learning of knowledge	(EEF Homework +3 KS2, +5 KS3)	TA training. Access to Spelling Shed/ Lexia/ Sumdog for these pupils to accelerate progress. Sessions clearly structured.	AP	Feb 2019
Breakfast Club	Improved attendance, increased progress and attainment. Reduction in barriers to learning.	(EEF social and emotional learning +4)	Attendance data PASS / Well-being questionnaire	LG	Jan 2019

<p>Small group intervention Yr 5 reading using peer tutoring</p>	<p>Reading skills will improve supported by other PP pupils who are achieving ARE and beyond. Attendance will improve. Reading age scores will improve</p>	<p>(EEF small group tuition +4) (Peer tutoring +5)</p>	<p>Delivery and outcomes monitored regularly (half termly). Reading age scores will improve to match chronological age</p>	<p>AC</p>	<p>Feb 2019 Termly</p>
<p>SLT mentoring (Yr 6)</p>	<p>Two small groups focused on reading with English teachers.</p>		<p>Reading skills and reading age will improve to match chronological age</p>	<p>AE,FB,</p>	
<p>ATL mentoring (Yr 6 and Yr 8)</p>	<p>Learning to learn focus. ATL scores will improve and attainment</p>		<p>Attendance and ATL scores will improve. Reading ages</p>	<p>KS, MB</p>	<p>Half termly</p>
<p>Literacy and numeracy intervention</p>	<p>ARE reached or better</p>		<p>Regular monitoring of impact. Test scores</p>	<p>JL and Maths teachers</p>	<p>Half termly</p>
<p>STEM days</p>	<p>Higher aspirations Better transition to DTH Higher attainment Maths/science</p>	<p>High expectations for all PP children raises achievement (EEF aspirational interventions +0)</p>	<p>Impact monitored regularly by SL.</p>	<p>LS</p>	
<p>ELSA /Nurture additional provision</p>	<p>Reduce SEMH barriers to learning</p>	<p>(EEF social and emotional learning +4)</p>	<p>Attendance, PASS and ATL scores will improve.</p>		<p>Half termly</p>
<p>Additional curriculum resources met by PP funding</p>	<p>SATS study guides, DT materials, music lessons, curriculum trips; equity of opportunity.</p>	<p>PP students receive additional support and can access the curriculum. Students are supported to access wider experiences to improve well-being, self-esteem, confidence motivation and engagement with school (EEF school trips and adventure learning +4)</p>	<p>All FSM PP to receive this support automatically and this will be communicated clearly to parents. Log kept of financial support given. Instalment plans will be set up for all trips. PP students will be actively encouraged to attend trips. Uniform vouchers.</p>	<p>LS/RG PP governor</p>	
<p>Lexia</p>	<p>Reading age scores will improve to match chronological age. Comprehension skills will improve.</p>	<p>Reading comprehension strategies + 6)</p>	<p>ICT upgrade Lessons/additional intervention delivered</p>	<p>JL/ZW/AP</p>	<p>termly</p>

Total budgeted cost £40,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review
PP Lead	Focus and strategic lead. PP gap will close. PP will make progress at least in line with non PP. Strategic CPD to increase quality of teaching. PASS, ATL and reading age scores will improve. Attendance will improve	Lack of focus on PP has led to no closing of the gap in any area. New strategy needed at all levels across the school. Pupil premium lead needed to instigate and lead change and monitor its implementation and effectiveness.	Strategy monitored against ARE, reading age, PASS and ATL. Parental questionnaire Detailed and up to date provision map of all support offered to PP Report to Governors Part of SDP/Ofsted action plan	LS	March 2019 July 2019
Parental Engagement Parent App Parent workshops to upskill literacy and numeracy skills. Website – links to support for parents and curriculum websites etc Yr 4 parents eve Workshops?	Support for parents. 1:1 meetings. Improved attendance Greater engagement with child’s learning. Parents are more able to support their child with learning at home Parents feel better supported to help their child and encourage and value learning at home. More parents engaged	(EEF Parental engagement +3) Research has shown that parental attitudes to learning have a pivotal role.	Strategy monitored against ARE, reading age, PASS and ATL. Parental questionnaire	TC/LS AP/AM/TC LS/HOD LS/HP	

	Total budgeted cost
£10,000	

7. Additional detail	
-----------------------------	--



--	--	--	--	--	--