

Pupil Premium 2017-2018

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under-achievement. These include pupils who are entitled to free school meals, or have been entitled within the last 6 years, those looked after by the local authority, and children that are adopted.

We are again using the extra funding to provide some children with small group tuition where appropriate and personalised programmes of study to improve outcomes for as many pupils as possible. The total funding allocated for 2017-2018 is: £91,080

We use the extra funding to provide some children with small group and personalised programmes of study to improve outcomes for as many pupils as possible.

This is how these resources will be spent in 2017/2018:

- A Fast Track Groups in Year 6 taught by Vikki Ward (KS2 English Lead) to ensure pupils who are falling behind are taught in small focussed groups with an appropriate curriculum to ensure maximum progress in Reading, Writing and Mathematics
- Reduction of set sizes in Year 6
- Reading Intervention - Accelerated Reader and Fresh Start programmes
- Training of ETAs to deliver the Fresh Start programme
- Small group intervention for Mathematics where appropriate
- Upon parental request, money may also be used to subsidise school trips and uniform
- Specialist equipment for small groups as necessary
- Providing basic school equipment for pupils
- Resources for Accelerated Reader and Fresh Start

- Enrichment of the curriculum funding e.g. meeting authors, electronic club etc
- Use of Attendance Lead, HLTA and APSO to ensure we maximise attendance and commitment to learning, 2 hours additional APSO time per week and HLTA mentoring in order to focus on the attendance of disadvantaged pupils
- Funding for staffing to reduce class sizes in Year 6 in order to rapidly address gaps
- HLTA salary to provide intervention for disadvantaged pupils with EBD barriers.
- HLTA salary to provide well – being intervention for disadvantaged pupils.
- HLTA salary to provide Handwriting and spelling intervention
- Develop a programme of mentoring sessions that focus on developing a Growth Mindset
- Whole staff CPD to ensure lessons provide pace, challenge and questioning that ensures depth of understanding and learning
- Introduce Mint Class to ensure all staff know pupils barriers to learning
- Use SIMS provision mapping to ensure that intervention for all pupils is appropriate and is accelerating progress
- New system of target setting will ensure that there is no regression for pupils across KS3

The main barriers to learning for disadvantaged pupils are

- Gaps in Literacy and Numeracy
- Lower attendance that can affect academic progress
- Social and emotional needs including attitude to learning

Strategy	Allocation of Funding	Action	Rationale	Measuring Impact	Impact RAG
One Fast Track group to be selected in Y6 with increased adult/pupil ratios (1:8)	One additional teacher: £37350.24 One additional ETA: £15417.72	Identify pupils in need of social and emotional support. Identify pupils who have gaps in Literacy and Numeracy.	This will help those falling behind to catch up quickly	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.	Maths progress GL to GL 9.67 average points progress and made higher than expected progress English progress GL to GL average

					4.53 points progress. All pupils made expected progress
Continue Fresh Start Reading Intervention Programme	Contribution of: £6000	Identify pupils with low reading and reading comprehension ages staff; allocate teaching resources and time	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase.	Y6 spelling progress 1y 02m Reading progress 1y 04m Y7 spelling progress 1y 05m Reading progress 1y 03m Y8 spelling progress 1y 09m Reading progress 1y 04m
Continue the Accelerated Reader programme and ensure reading materials inspire reading		Identify pupils with low reading and reading comprehension ages and ascertain their zone of proximal development. Assign a reading mentor to pupils.	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase.	Year 6 reading progress 1y 04m Year 7 reading progress 1y 03m Year 8 reading progress 1y04m
Monitor and give opportunities to complete homework	£2673.74	Identify pupils who do not do or complete homework and put	This will help those falling behind to catch up quickly.	Reduction in the number of disadvantaged pupils	The homework detention session became

		<p>support in place. Employ a homework worker with a specific focus on PP pupils who struggle with homework</p>		no completing homework tasks.	<p>an open homework session where a member of the SLT was available to help pupils. Many disadvantaged pupils took this opportunity to complete homework within the school day</p>
<p>To develop a positive attitude to learning including a Growth Mindset Programme to promote independent and resilience</p>	School budget	<p>Mentor pupils to develop good organisational skills and to develop a Growth Mindset</p>	<p>To encourage high aspirations, resilience and a determination to succeed in disadvantaged pupils</p>	<p>Pupils will take part in a wide range of extra-curricular activities. Pupils will take greater responsibility for their own learning by target setting at mentor meetings</p>	<p>Pupils have a positive attitude towards their work. They have taken part in many extra-curricular activities. Y8 pupils all involved in aspirational trips e.g. College and University trips. 48% of PP pupils</p>

					visited at least one university and 52% visited a College.
Introduce rigorous monitoring systems of teaching and learning with a focus on Disadvantaged pupils	School budget	To maintain a system of monitoring and evaluation that involves Middle Leaders and ensures quality teaching and learning across all subjects.	Quality first teaching will ensure pupils make strong progress.	Gap against non-disadvantaged nationally is closing	Teaching is monitored termly. Mean scores from GL testing improve by 11.8 points in English and 11.5 points in Maths over the 3 years at SMS. Exit data for disadvantaged pupils in year 8 shows they leave broadly in line with national expectations in Maths and English.
To increase the attendance of all disadvantaged pupils	Increased APSO time: £2000 Leadership capacity: £1000	Monitor attendance Appoint a HLTA to mentor pupils with attendance below 95%	With an improvement in attendance their will also be an improvement in attitude to learning	Attendance for disadvantaged pupils is above 95%.	60% of all pupils that received mentoring improved their attendance.

		Attendance to work with APSO to ensure that attendance increases additional 2 hours per week.	and therefore progress.		Term 1 94.1% Term 2 95.3% Term 3 93.7% PA 13.1% (16 pupils)
To monitor the progress of disadvantaged pupils every half term and provide intervention for those falling behind.	Leadership and administration capacity released: £6730 (Leadership) £2291 (admin)	CPD provided so pupils falling behind are swiftly identified and relevant interventions put in place.	Quality first teaching will ensure pupils make strong progress. Where pupils need extra support relevant intervention will be introduced.	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.	Maths Mentors – pupils improved times tables by an average of 51 correct answers GL Progress average points progress Y6 6.4 and Y8 11.29. Y8 Maths GL average 100.75 Y6 spelling progress 1y 02m Reading progress 1y 04m Y7 spelling progress 1y 05m Reading progress 1y 03m Y8 spelling progress 1y 09m

					Reading progress 1y 04m
To improve the behaviour and attitude to learning of disadvantaged pupils	£11000	<p>HLTAs to provide intervention and mentoring for pupils with EBD barriers.</p> <p>Extra time bought from LA for APSO</p>	With an improvement in behaviour, emotional and social difficulties and mentoring for this there will also be an improvement in attitude to learning and therefore progress.	<p>Reduction in the number of behavioural incidents for disadvantaged pupils.</p> <p>Greater progress across the curriculum for disadvantaged pupils.</p>	<p>DA pupils volunteered to take up leadership responsibilities within the school e.g. Sports Leaders, Prefects.</p> <p>HoY used an appraisal target to target DA pupil's behaviour improvement, behaviour points had reduced significantly for these pupils.</p> <p>In Y7 and Y8 penalties (3 and 4) reduced from Y7 6 to 1 and Y8 reduced from 8 to 5</p>

Ensure all pupils are equipped and ready for learning	£1266.15	Provide uniform/equipment to pupils. FFT provide ingredients	Not being fully equipped generates barriers to success and diverts staff attention away from talking about learning	No lost learning time for disadvantaged pupils.	Pupils ready to learn equipment provided throughout the year. Accelerated progress in FFT where ingredients were provided
Provide enriching opportunities for pupils	£2,816.15	Subsidise trips including residential and subsidise clubs for pupils currently FSM	A lack of enrichment leads to under-performance. To succeed, pupils need to have access to experiences beyond the classroom	High attendance and increased engagement with school.	Disadvantaged pupils took part in all trips available and attended extra-curricular clubs. They attended university and college visits, residential trips and visits to an RAF base.
To provide all staff with high quality CPD that ensures high quality teaching that	School budget	CPD sessions that focus on pace, challenge and further develops questioning strategies	Where work is appropriate and challenging with questioning that is open and develops	Lesson observations and work scrutiny evidence high quality teaching for all pupils	Pace, Challenge and questioning were a whole school CPD focus. Following

ensures pace and challenge for all			depth of learning pupils will make accelerated progress		CPD sessions the % of lessons where this was a strength increased Pace 5%, Challenge 11%. Questioning was a strength in teaching across school.
To ensure all staff are aware of any barriers to learning for individual pupils by the use of Mint Class	£1950	Identify barriers to learning for every PP pupils and ensure that all staff are aware of these.	If barriers for learning are identified and understood provision can be made to overcome these and help ensure these pupils can make accelerated progress	Pupils progress is accelerated and there is no lost learning time	Pupils provided with breakfast, equipment, PE kit and homework opportunities where needed.
To use SIMS provision mapping	£585.00	To introduce an efficient system to track intervention and monitor its impact	Pupils who receive the correct and timely intervention will make accelerated rates of progress	Clear criteria identified for different interventions. Progress to be monitored and relevant adjustments to provision to be made.	Provision was mapped and pupils underachieving identified to all staff but new provision mapper

					introduced June 2018