

Pupil premium strategy statement (West Moors Middle) 2019/20 – 2022/23

1. Summary information					
School	West Moors Middle				
Academic Year	2019/2020	Total PP budget	£94,545.00	Date of most recent PP Review	Dec 2018
Total number of pupils	204	Number of pupils eligible for PP	100	Date for next internal review of this strategy	May 2020

KS2 TESTS 2018/19										
RESULTS	Progress from KS1 (non PP)	Greater Depth			Age Related Expectations			Not at Age Related Expectations		
		PPG	School all	National	PPG	School all	National	PPG	school all	National
READING	-6.94 (-0.44)	4.8%	24%	27%	47.6%	63%	75%	47.6%	27%	25%
WRITING	-3.41 (2.25)	15%	33%	20%	45%	70%	78%	40%	30%	22%
MATHS	-1.49 (0.29)	14.3%	26%	27%	57.1%	76%	75%	28.6%	24%	25%
COMBINED		5%	17%	11%	42%	57%	65%	58%	43%	35%

2. Current attainment Y6 (July 2019 National Test Data)		
	Pupils eligible for PP at WMMS (national average 2018)	Pupils not eligible for PP at WMMS (national average 2018)
% achieving ARE in reading, writing and maths	% (%)	% (%)
Progress score in reading	-6.94	-0.44
Progress score in writing	-3.41	2.25
Progress score in maths	-1.49	0.29

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	1. Poor reading comprehension and reading stamina, leaving them ill equipped to access the rest of the curriculum.
B.	2. Low self-esteem, self-belief and resilience, insecure attachment disorder
C.	3. Opportunities for enrichment
External barriers (issues which also require action outside school, such as low attendance rates)	

D.	1. Attendance	
E	2. Access to parental support and learning resources	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	<ul style="list-style-type: none"> Appointment of a PP Lead in the school to increase monitoring of impact of PPG PP Pupils will be tracked as part of the school monitoring by teachers and subject leaders. Evidence from lesson observations and book scrutiny is used to closely monitor pupil progress and will provide evidence of good progress being made. 	Progress of PPG is in line with national figures and the difference is diminishing rapidly.
A.	<ul style="list-style-type: none"> Interventions for PP children at class level are monitored for impact by subject leader and PP lead Progress towards narrowing the gap is analysed, acted upon and impacts positively on progress. Interventions will have a baseline and final outcome to measure the impact of the programme. Class teachers will measure the impact on work completed during lessons. Using CPD from PP to embed good practice in lessons, e.g. mark first approach, high quality feedback, knowing pupils well, identification of barriers to learning, planning for PP pupils specifically in lessons. Embedding metacognition practices, modelling 'how to learn' and 'how do I learn best?' 	All pupils eligible for PP make at least expected progress in reading, writing and maths so that all meet their target for attainment and progress.
B.	<ul style="list-style-type: none"> All staff are aware of which children have these specific barriers through pupil voice questionnaires, transition information from First School, parent meetings. Use of Marvellous Me for incentives and rewards for good behaviour choices, resilience and commitment to learning. 	<p>Pupil voice questionnaires show that these pupils feel safe and secure in school environment, with lowered anxiety levels and are able to engage in lessons fully. Pupil feedback during counselling sessions.</p> <p>Reduction in number of pupils receiving consequence points on the shared Google Drive for behaviour for homework, meaning PP pupils are in line or better than the non-PP pupils.</p>
C.	<ul style="list-style-type: none"> Letters with reduced costs will be provided with follow from trip leaders to check the PP uptake on each residential and any trips. Registers for after school clubs will be tracked to monitor PP numbers. Reasons for not attending (transport etc.) will be identified through pupil interviews and alternative provisions made where possible. 	<p>All PP pupils who wish to take part in Residential Visits are not prevented due to financial circumstances.</p> <p>Outcomes in lessons linked to trips will be in line with non-pupil premium peers. Pupils will feel included and able to access learning opportunities equally to their peers</p>
D.	<ul style="list-style-type: none"> Sufficient pastoral time is allocated in the timetable to enable Year Tutors and PP lead to monitor and have impact on attendance figures. Relationships and communication with parents will be positive 	<p>PP pupils show improving attendance from 93.31% (2018-19) which brings them in line with their peers (school target of 96%+).</p> <p>By the end of the year attendance of the PP cohort will be in line with or better than National average for Primary and Secondary.</p>
E.	<ul style="list-style-type: none"> Homework and study club including access to ICT. Variety of resources that would enhance and maximise teaching and learning e.g. spellcheckers, electronic dictionaries, guided reading books. Letter home to all PP pupils, advising them of their eligibility for extra funding. Advance notice given to PP parents of forthcoming parents' evenings. Marvellous Me access for their child via an online App. 	<p>Pupils attending homework club will be recorded.</p> <p>Numbers of consequences for late homework will be monitored.</p> <p>Drop ins will monitor pupil use of resources purchased to improve learning in school and at home.</p> <p>Numbers of PP eligible parents attending parents' evenings will be recorded and tracked across the year. Non-attending parents will be contacted and offered alternative appointment times, organized by PP lead and subject teachers.</p> <p>All PP eligible pupils will be offered the chance to join homework club.</p>

5. Planned expenditure												
Academic year		2019/20										
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 Costs	What is the evidence and rationale for this choice?			How will you ensure it is implemented well?				Staff lead	When will you review implementation?		
All pupils eligible for PP make at least expected progress in reading, writing and maths so that all meet their target for attainment and progress.	Appointment of a PP Lead in the school.	Increased monitoring of PPG impact			Regular tracking by teachers and subject leaders. Progress towards narrowing the gap is analysed and acted upon where necessary Class teachers will measure the impact on work completed during lessons.				SS			
	Creating smaller teaching groups in Year 6, 7 and Year 8.	Small class size enabling teachers to work more closely with students and provide effective feedback on their learning EEF research this impacts up to +8 months progress			Monitor attainment of progress of groups and amend as required to maximise progress				DC/ DE/CW			
	Professional development for staff through workshops and courses to maintain and further enhance Quality First Teaching & subject leadership.	Impact of QFT Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils according to the EEF guidance on using the Pupil Premium Grant.			Using CPD from PP to embed good practice in lessons e.g. mark first approach, high quality feedback, knowing pupils well, identification of barriers to learning, planning for PP pupils specifically in lessons. Work scrutiny, drop-ins Middle leader interviews				DC			
	Attachment training for all staff	All staff to understanding and use effective strategies to support pupils with insecure attachment so they can learn and make progress			Book training, analyse CPD evaluations and follow up where necessary.				DC			
Staffing costs £40000 Professional Development £10000										Total budgeted cost		£50000
IMPACT												
	Reading				Writing				Maths			
	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8
Autumn 2019 <i>On track to meet targets</i>	21/29 72%	26/29 89%	15/20 75%	21/22 95%	25/29 86%	24/29 83%	13/20 65%	21/22 95%	22/29 75%	25/29 86%	10/20 50%	20/22 90%
Spring 2020 <i>On track</i>												
Summer 2020 <i>Achieved</i>												
Autumn 2019: Long term illness of staff negatively impacted on SEND, Maths, English and Science teaching and pupils attitudes to learning. Spring 2020: PP Lead appointed January 2020, targeted groups in Maths and English began January 2020. Subject leadership training took place on 24.1.2020 Summer 2020												

ii. Targeted support					
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?
All pupils eligible for PP make at least expected progress in reading, writing and maths so that all meet their target for attainment and progress.	Deploy core subject leaders and teaching assistants for one-to-one and small group work on personalised programmes of learning and interventions	EEF research shows +4 months progress for small group tuition.	Interventions for PP children at class level are monitored for impact by subject leader and PP lead Interventions will have a baseline and final outcome to measure the progress during the programme.	DC	
All pupils eligible for PP make at least expected progress in reading so that all meet their target for attainment and progress.	Additional tuition to support target groups in Reading – Accelerated Reader	Accelerated reader EEF research evidence shows +5 months progress	Interventions for PP children at class level are monitored for impact by subject leader and PP lead	CW	
Accelerated Reader, cost £2174.25, ICT support £150 LSA x costs £20000					£25000
Total budgeted cost					

IMPACT

	Reading				Writing				Maths			
	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8	Y5	Y6	Y7	Y8
Autumn 2019 <i>On track to meet targets</i>	21/29 72%	26/29 89%	15/20 75%	21/22 95%	25/29 86%	24/29 83%	13/20 65%	21/22 95%	22/29 75%	25/29 86%	10/20 50%	20/22 90%
Spring 2020 <i>On track</i>												
Summer 2020 <i>Achieved</i>												

Autumn 2019: Long term illness of staff negatively impacted on SEND, Maths, English and Science teaching and pupils attitudes to learning.

Spring 2020: TA training in place from January 2020

Summer 2020:

iii. Other approaches					
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?
All staff are aware of which children have these specific barriers through pupil voice questionnaires, transition information from First School, parent meetings.	Use of Marvellous Me / Go 4 Schools for incentives and rewards for good behaviour choices, resilience and commitment to learning. Establish nurture group. Timetable ELSA support Attachment training for all staff	EEF Behaviour research shows a moderate impact of +3 months All staff to understanding and use effective strategies to support pupils with insecure attachment so they can learn and make progress	Analysis of Pupil voice questionnaires Pupil feedback during counselling sessions. Reduction in number of pupils receiving consequences Book training, analyses CPD evaluations and follow up where necessary.	DC DE	

Improved attendance figures	Sufficient pastoral time is allocated in the timetable to enable Year Tutors and PP lead to monitor and have impact on attendance figures.	Relationships and communication between staff and pupils is consistent and supportive. Tutors listen and managing behaviour positively, following up any incidents and sending positive postcards home. Relationships and communication with parents will be positive	Parent and pupil feedback Feedback from tutors Reduction in	DC	
Increased access to parental support and learning resources through improved communication and targeted spending.	Homework and study club including access to ICT. Enhance resources that would to maximise teaching and learning e.g. spellcheckers, electronic dictionaries, guided reading books. Letter home to all PP pupils, advising them of their eligibility for extra funding. Advance notice given to PP parents of forthcoming parents' evenings. Marvellous Me access for their child via an online App.	EEF parental engagement raises attainment by +3 months.	PP Lead to monitor uptake at after school clubs, ICT usage, oversee purchase of resources. Monitor use of Marvellous Me / Go 4 schools Track and follow up PPG letters	SS	

Go 4 Schools programme £1314
 Support with uniform costs £1250
 Support with school trip costs £1500
 Breakfast club £314.64
 Reprographic costs £ 20
 Nurture group staffing £6412, set up £2000
 Staff release costs £2000

£20000

Total budgeted cost

IMPACT

	Attendance									
	5FY	5SB	6CC	6CW	7NF	7MM	8GC	8MA	PPG	Total
Autumn 2019	95.90	97.34	94.70	83.47	86.36	89.89	91.09	94.76	88.52	92.53
Spring 2020										
Summer 2020										

Autumn 2019: Long term illness of staff negatively impacted on Maths, English and Science teaching and pupils attitudes to learning. Marvellous Me app introduced.

Spring 2020: Tutor tracking introduced for following up those below 95%, All attendance concerns are followed by KB

Summer 2020

6. Review of expenditure 2018/19

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
Improve progress scores for mathematics, focussing particularly on raw scores needed for good or better levels of progress.	Improve pedagogy Termly use of 'Lesson Study' Allocation and training of senior TAs (Number Count) to allow for wave 2 interventions, Improved use of new school feedback policy Team teaching and shared planning Teaching tracking and three wave intervention model	Specific SLE action plan to be regularly reviewed with HT and DH. Local Authority Self-evaluation partner challenge. Built into SEF monitoring and evaluation cycle (on-going). Local Authority Self-evaluation partner challenge. TAs to record impact of interventions using SIMS (on-going). September 2019 Teachers to record impact of interventions using SIMS (on-going). September 2019	Year 6 2019 Progress score in maths -1.49 (0.29 for non PPG) With extensive intervention for PP pupils in maths in 2018-19, the progress score has significantly improved from -4.66 in July 2018 to -1.49 in July 2019 PPG Maths results for Year 6 ARE 57.1% GD 14.3% GD Combined overall 5% PPG	£5000 <i>Training for specialist TAs (Numbers Count) ; INSET for all teachers (visiting trainers); Supply cover to facilitate lesson study work; 4 teachers attending moderation and peer-to-peer learning at neighbouring schools – devolved meeting time; Headteacher network meetings;</i>
Maintain effective wave 1/2/3 reading and writing interventions, focussing particularly on raw scores needed for good or better levels of progress.	Termly use of 'Lesson Study' to allow KS2 maths teachers to evaluate the impact of changed pedagogy Team teaching and shared planning Training and guidance given to TAs leading W2 and W3 interventions Teaching tracking and three wave intervention model	Individual class teacher and TAs to monitor the impact of short-term interventions carried out between pupil progress meetings. Overseen by SLT. SENCo to monitor intervention led by her TA team. Senior TAs monitor the impact of short-term interventions carried out between pupil progress meetings. HT to monitor plus internal tracking. DH to lead and monitor plus internal tracking. Tutor to monitor weekly progress and HT to monitor internal tracking.	With extensive intervention for PP pupils in maths in 2018-19, the progress score has significantly improved from -4.66 in July 2018 to -1.49 in July 2019 Reading results for Year 6 Progress score -6.94 ARE 47.6% GD 4.8% Writing results for Year 6 Progress score -3.41 ARE 45% GD 14.3% GD Combined overall 5% PPG Focus on Reading and Writing in 2019/10 PPG strategy and SDP	

ii. Targeted support

Desired outcome	Chosen action/approach	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
Improved targeting and effectiveness of monitoring and intervention through implementation of 3-wave model, underpinned by SIMS interventions.	Enhance interventions led by class teacher and TAs	Revise wave 2 interventions led by class teacher. Train TAs on specific maths approaches and sustain TA numbers, including SENSS specialist Release HoD Eng and HoD Maths to provide bespoke 1:3 tuition of targeted pupils. Utilise expert governors (former maths teachers) to provide 1:3 tuition of disadvantaged more able pupils 1:1 maths tuition for targeted pupils	With extensive intervention for PP pupils in maths in 2018-19, the progress score has significantly improved from -4.66 in July 2018 to -1.49 in July 2019	£47600 <i>Employment of senior TAs in Maths and English and Specialist SENSS support for educational and pastoral support. 1:1 maths tutoring</i>

Improve pastoral development, behaviour and well-being of disadvantaged pupil	<ol style="list-style-type: none"> 1. Increased access to educational visits and trips. 2. Increased access to musical opportunities. 3. Review Behaviour and Rewards and Sanctions Policy in conjunction with BSS 4. Use of external rewards provider (Marvellous Me) 5. Use of ID Innovate mentoring project for hard-to-reach pupils from GRT community <p>New behaviour policy and subsequent training (Step-up Dorset)</p>		<ol style="list-style-type: none"> 1. 100% of those pupils entitled to PPG attended school trips 2. Take up of musical instrument tuition increased by XX% 3. Behaviour policy revisited with staff in September 2019 as behaviour not yet good across the school. 4. Marvellous ME purchased, mixed feedback from pupils and parents 5. No evidence of impact from ID innovate available 		
iv. Other approaches					
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?
Improve pastoral development, behaviour and well-being of disadvantaged pupil	<ol style="list-style-type: none"> 6. Increased access to educational visits and trips. 7. Increased access to musical opportunities. 8. Review Behaviour and Rewards and Sanctions Policy in conjunction with BSS 9. Use of external rewards provider (Marvellous Me) 10. Use of ID Innovate mentoring project for hard-to-reach pupils from GRT community 11. New behaviour policy and subsequent training (Step-up Dorset) 	<p>High impact strategy for 'sports participation' (EEF Toolkit).</p> <p>High impact strategy for 'social and emotional learning' (EEF Toolkit).</p> <p>High impact strategy for 'mentoring' (EEF Toolkit)</p>	Built into SEF monitoring and evaluation cycle. (on-going). Local Authority Self-evaluation partner challenge.	JRI/JDO	June 2019
Total budgeted cost					£32,000 <i>Employment of ELSA; Pastoral Support Officer; Mentoring programmes</i>
Total costs					£84600