

Pupil premium strategy statement (West Moors Middle)

1. Summary information					
School	West Moors Middle				
Academic Year	2017/18	Total PP budget	£85415	Date of most recent PP Review	Dec 2017
Total number of pupils	209	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Dec 2018

2. Current attainment Y6 (July 2017 National Test Data)		
	<i>Pupils eligible for PP at WMMS (national average)</i>	<i>Pupils not eligible for PP at WMMS (national average)</i>
% achieving ARE in reading, writing and maths	56% (48%)	78% (67%)
Progress score in reading	-1.12 (-0.7)	-1.63 (0.3)
Progress score in writing	-1.52 (-0.4)	-2.32 (0.2)
Progress score in maths	-3.39 (-0.6)	0.27 (0.3)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Accessing new maths curriculum, particularly reasoning skills and fluency.
B.	Low spelling age impacting on ARE in writing.
C.	
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low attendance of key groups such as low prior attainers, girls and GRT alongside PP indicator

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	More pupils achieve ARE in R/W/M in KS2 national tests. (% ARE in R/W/M)	Narrow gaps in R/W/M ARE% between school disadvantaged cohort to national non-disadvantaged. Current gap is 11%. Next year the target is no more than 5%.
B.	Improved progress measures, particularly in maths, towards national norms (0 point score) and progress scores for non-disadvantaged groups (Progress scores in Reading Writing and Maths)	Appreciable improvements in progress scores obtained by PP children.
C.	Improved targeting and effectiveness of monitoring and intervention through implementation of 3-wave model, underpinned by SIMS interventions.	Evidence of pupils achieving short-term targets set for wave 1, 2 and 3 interventions.

D.	Improve emotional health, well-being and attendance.	Attendance of all pupils and key groups improves as well as engagement with learning.
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5. Planned expenditure

Academic year

2017/18

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?
More pupils achieve ARE in R/W/M in KS2 national tests.	1. Provide whole school training on effective teaching and learning strategies	Effective school-to-school support and an example of system leadership, learning from and with local TSA centres.	SEF monitoring to reveal aspects of pedagogy being utilised in lessons. (on-going). Local Authority Self-evaluation partner challenge.	JRI	July 2018
	2. Provide whole school training on Lesson Study approach to effect change in 4 key areas: Objective-led lessons; differentiation; behaviour for learning; greater depth outcomes	Outcomes of SEF Summer 2017. High impact strategy for 'collaborative learning' (EEF Toolkit)	Built into SEF monitoring and evaluation cycle (on-going). Local Authority Self-evaluation partner challenge.	JRI	July 2018
	3. Allocation and training of senior TAs (English and Maths) to allow for wave 2 interventions, overseen by class teacher.	High impact strategy for 'small group tuition' (EEF Toolkit)	Built into SEF monitoring and evaluation cycle. (on-going). Local Authority Self-evaluation partner challenge.	JRI/LSM	July 2018
	4. Improved written feedback via 6 collaborative work scrutinies within school and attendance at local TSA moderation events	Outcomes of SEF Summer 2017. High impact strategy for 'feedback' (EEF Toolkit)	Built into SEF monitoring and evaluation cycle. (on-going). Local Authority Self-evaluation partner challenge.	CWA	July 2018

Improved progress measures, particularly in maths.	1. Implement Shanghai approach within KS2 maths teaching.	Recommendation of local teaching school and LA challenge advisor, building on the INSPIRE maths scheme already adopted by first school settings	Quality assured training from local TSA and on-going monitoring by DH and CoG	JDO	June 2018
Improved targeting and effectiveness of monitoring and intervention through implementation of 3-wave model, underpinned by SIMS.	1. Enhance wave 1 interventions led by class teacher	Outcomes of SEF Summer 2017. High impact strategy for 'collaborative learning' (EEF Toolkit)	Built into SEF monitoring and evaluation cycle. (on-going). Local Authority Self-evaluation partner challenge.		
Total budgeted cost				<i>Recent training for specialist TAs and teachers; INSET for all teachers led by TSA; Training of two more teachers re Singapore maths maths; 4 teachers attending phase meetings – devolved meeting time; SEF package; Headteacher network meetings; Employ of specialist TAs.</i> £36105	
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?

Improved targeting and effectiveness of monitoring and intervention through implementation of 3-wave model, underpinned by SIMS.	1. Revise wave 2 interventions led by class teacher.	SEP has shared LA best practice in terms of effective PP strategy: promoting teacher ownership of the narrowing the gap agenda and understanding the barriers to progress based on socio economic factors.	Individual class teacher to monitor the impact of short-term interventions carried out between pupil progress meetings. Overseen by SLT.	SLT	Every 6 weeks and July 2018
	2. Train TAs on specific maths approaches and sustain TA numbers, including SENSS specialist	Sutton Trust research shows that investing in the skills of TAs through quality training can improve outcomes for targeted pupils.	SENCo to monitor intervention led by her TA team. Senior TAs monitor the impact if short-term interventions carried out between pupil progress meetings.	LSM	Every 6 weeks and July 2018
	3. Release HoD Eng and HoD Maths to provide bespoke 1:3 tuition of targeted pupils.	LA best practice examples of PP strategies reveal that specialist teacher is bets placed to offer targeted support.	HT to monitor plus internal tracking.	JRI	July 2018
	4. Utilise expert governors (former maths teachers) to provide 1:3 tuition of targeted	CoG is a former NLE and led the Las Maths Matters strategy	DH to lead and monitor plus internal tracking.	JDO	July 2018
Improve emotional health, well-being and attendance.	1. Establish a (0.8) Pastoral TA to target key pupils on matters relating of attendance and learning behaviours.	Attendance and performance at school is impacted by pupils' social and emotional mental health.	Pastoral TA to monitor the impact of short-term interventions carried out between pupil progress meetings. Overseen by JRI.	JRI	Every 6 weeks and July 2018
	2. Support SEMH of targeted pupils by maintaining (0.6) ELSA provision.		ELSA to monitor the impact of short-term interventions carried out between pupil progress meetings. Overseen by LSM.	LSM	Every 8 weeks and July 2018
Total budgeted cost					Employment of 1:1 TAs for educational and pastoral support; Educational online software £36857
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?
Improve engagement with school.	<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 ID Innovate mentoring project for hard-to-reach pupils 	<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>		JRI/JDO	June 2017
Total budgeted cost					£3236

6. Review of expenditure

Previous Academic Year: 2016/17

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
<p>More pupils achieve ARE in R/W/M in KS2 national tests. (% ARE in R/W/M)</p> <p>Improved progress measures, particularly in maths.</p>	<ol style="list-style-type: none"> 1. Implement 'Non nonsense' spelling scheme' in KS2 English and purchase new dictionaries 2. Provide whole school training and expectations on guided reading. 3. Increase the use of manipulatives and multiplicative reasoning within maths teaching. 4. Reduce teacher pupil ratio still further though allocation of senior TAs to whole class teaching. 	<p>The proportion of pupils overall reaching the expected standard in R/W/M is 64% which is above national figures (61%) which is a significant increase of 26% on last year.</p> <p>The proportion of pupils reaching the expected standard in reading is 78% which is above national figures (71%) and pleasing increase of 7% from last year.</p> <p>The proportion of pupils reaching the expected standard in maths is 76% which is above national figures (75%) and represents a significant increase of 30% from last year.</p> <p>The proportion of pupils reaching the expected standard in GPS is 78% which is above national figures and an increase of 18% from last year.</p> <p>The proportion of pupils reaching the expected standard in writing is 76% which is in-line with national figures, but an increase of 9% from last year.</p> <p>Overall progress in reading is average (-1.34) though this has improved by 0.5 points from last year</p> <p>Overall progress in writing is average (-0.76) though this has improved by 0.8 points from last year.</p> <p>Overall progress in maths is below average (-2.94) though this has improved markedly by 2 points from last year.</p> <p>Progress made by disadvantaged pupils is favourable in reading with a positive gap over non-disadvantaged pupils. However, there is a large negative gap when comparing disadvantaged and non-disadvantaged pupils in writing. There is also a gap in progress in terms of progress in maths for disadvantaged pupils.</p> <p>Progress made by SEND pupils falls well behind the progress on pupils not on the SEND register, but is most pronounced in writing</p> <p>Progress made according to gender varies with girls making by far better progress in writing. Boys make slightly better progress in maths. Whereas, progress in reading is fairly even.</p> <p>The progress made by middle ability pupils in mathematics and writing is considerably behind higher ability pupils</p> <p>The progress made by the small proportion of low ability pupils is significantly behind other pupils.</p> <p>Summative tests for Year 8</p> <p>69% of pupils demonstrate 'exceeding' reading comprehension outcomes (predicted GCSE A* – B or 9- 6), compared with 42% HA at KS1 Reading for matched pupils (27% increase).</p> <p>57% of disadvantaged pupils demonstrate 'exceeding' reading comprehension outcomes (predicted GCSE A* – B or 9- 6), compared with 50% HA at KS1 Reading for matched pupils (7% increase).</p> <p>50% of pupils are demonstrating 'exceeding' maths skills (predicted GCSE A* – B or 9- 6), compared with 33% HA maths at KS1 Maths for matched pupils (27% increase).</p> <p>57% of disadvantaged pupils are demonstrating 'exceeding' maths skills (predicted GCSE A* – B or 9- 6), compared with 50% HA maths at KS1 Maths for matched pupils (7% increase)</p> <p>73% of disadvantaged pupils made at least expected progress from KS1 starting points in reading</p> <p>82% of disadvantaged pupils made at least expected progress from KS1 starting points in maths</p> <p>100% of SEND pupils made at least expected progress in reading: predicted GCSE 4-6, with one pupil making accelerated progress</p> <p>100% of SEND pupils made at least expected progress in maths: predicted GCSE 4-6, with one pupil making accelerated progress</p>	<p>Emulate successful interventions for reading with writing and maths: ensuring that class teacher is more proactive in identifying pupils and strategies within whole-class teaching.</p> <p>To ensure that interventions are not skewed towards pupils achieving ARE.</p> <p>Ensure rigour of target and tracking system and that class teachers are held accountable through the appraisal process, using the revised pupil progress meetings to identify under-performing pupils and plan short-term strategies.</p> <p>Improve rigour and comparability of new 'assessment without levels' Y8 assessments, working with local partners.</p>	<p>£24000</p>

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.	<ol style="list-style-type: none"> 1. Revise pupil progress meeting strategy. 2. Train TAs on specific maths approaches and sustain TA numbers, including SENSS specialist 3. Release HoD Eng and HoD Maths to provide bespoke 1:3 tuition of targeted pupils. 4. Utilise expert governors (former maths teachers) to provide 1:3 	<p>Overall progress in reading is average (-1.34) though this has improved by 0.5 points from last year Overall progress in writing is average (-0.76) though this has improved by 0.8 points from last year.</p> <p>Overall progress in maths is below average (-2.94) though this has improved markedly by 2 points from last year.</p> <p>Progress made by disadvantaged pupils is favourable in reading with a positive gap over non-disadvantaged pupils. However, there is a large negative gap when comparing disadvantaged and non-disadvantaged pupils in writing. There is also a gap in progress in terms of progress in maths for disadvantaged pupils.</p> <p>Progress made by SEND pupils falls well behind the progress on pupils not on the SEND register, but is most pronounced in writing</p> <p>Progress made according to gender varies with girls making by far better progress in writing. Boys make slightly better progress in maths. Whereas, progress in reading is fairly even.</p> <p>The progress made by middle ability pupils in mathematics and writing is considerably behind higher ability pupils The progress made by the small proportion of low ability pupils is significantly behind other pupils.</p> <p>Summative tests for Year 8 57% of disadvantaged pupils demonstrate 'exceeding' reading comprehension outcomes (predicted GCSE A* – B or 9- 6), compared with 57% of disadvantaged pupils are demonstrating 'exceeding' maths skills (predicted GCSE A* – B or 9- 6), compared with 50% HA maths at KS1 Maths for matched pupils (7% increase) 73% of disadvantaged pupils made at least expected progress from KS1 starting points in reading 82% of disadvantaged pupils made at least expected progress from KS1 starting points in maths</p>	<p>To ensure that interventions are not skewed towards pupils achieving ARE.</p> <p>Ensure rigour of target and tracking system and that class teachers are held accountable through the appraisal process, using the revised pupil progress meetings to identify under-performing pupils and plan short-term strategies.</p>	£17200
iii. Other approaches				
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
				£20750

<p>Improve emotional health and well-being. (Attendance, rewards and sanctions and ELSA surveys)</p>	<p>Support SEMH of pupils through building pastoral TA capacity and maintaining ELSA provision. Increased access to educational visits and trips. Increased access to musical opportunities. Revitalise rewards scheme to make more instantaneous</p>	<p>As of October 2017, overall attendance is currently is 93.3% (compared with 90.7% at this point last year). Student voice reveals that pupils overwhelming choose positive words to describe their school overall Student voice reveals that pupils are recognising the 12 school values as important Student voice reveals that 77% of pupils felt safe in school. Surveys reveals that 80% of parents feel positively that their children are happy and safe at the school. Surveys voice reveals that 79% of parents feel that their child is making progress at the school. Surveys reveal that 77% of parents feel their child's needs are being met by the school. Current overall behaviour scores for year groups - Year 5 at +285 - Year 6 at +167 - Year 7 at 0 - Year 8 at 99 • The behaviour policy has been amended to adopt a more sustainable approach to rewards and sanctions</p>	<p>Implement 'Bullies Out' Campaign. Review length of ELSA support and targeting.</p>	
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