

Pupil premium strategy statement (West Moors Middle)

1. Summary information					
School	West Moors Middle				
Academic Year	2017/18	Total PP budget	£85,415	Date of most recent PP Review	Dec 2018
Total number of pupils	209	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Dec 2019

2. Current attainment Y6 (July 2018 National Test Data)		
	<i>Pupils eligible for PP at WMMS (national average 2017)</i>	<i>Pupils not eligible for PP at WMMS (national average 2017)</i>
% achieving ARE in reading, writing and maths	% (%)	% (%)
Progress score in reading	-1.33 (-0.70)	-2.9 (0.3)
Progress score in writing	-0.45 (-0.4)	-0.6 (0.2)
Progress score in maths	-4.66 (-0.6)	-3.4 (0.31)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Competent delivery of mastery mathematics so that gaps in learning are addressed quickly prior to sufficient challenge moving forward, particularly as regards reasoning skills
B.	Recent staffing changes meaning loss of reading intervention expertise
C.	
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low attendance of key groups such as disadvantaged and SEND (K) pupils

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve progress scores for mathematics, focussing particularly on raw scores needed for good or better levels of progress.	Narrow gaps in mathematics progress for disadvantaged pupils towards national non-disadvantaged levels.
B.	Maintain effective wave 1/2/3 reading and writing interventions, focussing particularly on raw scores needed for good or better levels of progress.	Narrow gaps in reading progress for disadvantaged pupils towards national non-disadvantaged levels.
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 pastoral development, behaviour and well-being of disadvantaged pupil	Improved attendance and rewards for disadvantaged pupils and reduced fixed-term exclusions.
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5. Planned expenditure					
Academic year		2018/19			
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?
Improve progress scores for mathematics, focussing particularly on raw scores needed for good or better levels of progress.	1. Continued engagement with local teaching school and SLE to improve pedagogy	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). Specific SLE action plan to be regularly reviewed with HT and DH. Local Authority Self-evaluation partner challenge.	JDO	September 2019
	2. Termly use of 'Lesson Study' to allow KS2 maths teachers to evaluate the impact of changed pedagogy on disadvantaged pupils.	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.	JDO	September 2019
	3. Allocation and training of senior TAs (Number Count) to allow for wave 2 interventions, overseen by class teacher.	High impact strategy for 'small group tuition' (EEF Toolkit)	TAs to record impact of interventions using SIMS (on-going). September 2019	JRI/LSM	September 2019
	4. Improved use of new school feedback policy	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	September 2019
	5. Team teaching and shared planning	Findings of Sutton Trust document on 'Developing Teaching', Jan 2015	Built into SEF monitoring and evaluation cycle. (on-going). Local Authority Self-evaluation partner challenge.	JRI	September 2019
	6. Teaching tracking and three wave intervention model	Findings of EEF Toolkit of high impact of small group tuition and within group class ability groupings	Teachers to record impact of interventions using SIMS (on-going). September 2019	JRI/LSM	September 2019

Maintain effective wave 1/2/3 reading and writing interventions, focussing particularly on raw scores needed for good or better levels of progress.	1. Termly use of 'Lesson Study' to allow KS2 maths teachers to evaluate the impact of changed pedagogy	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.	CWA	September 2019
	2. Team teaching and shared planning	Findings of Sutton Trust document on 'Developing Teaching', Jan 2015	Built into SEF monitoring and evaluation cycle. (on-going). Local Authority Self-evaluation partner challenge.	JRI	September 2019
	3. Training and guidance given to TAs leading W2 and W3 interventions	High impact strategy for 'small group tuition' (EEF Toolkit)	TAs to record impact of interventions using SIMS (on-going). September 2019	JRI/LSM	September 2019
	4. Teaching tracking and three wave intervention model	Findings of EEF Toolkit of high impact of small group tuition and within group class ability groupings	Teachers to record impact of interventions using SIMS (on-going). September 2019	JRI/LSM	September 2019
Improved targeting and effectiveness of monitoring and intervention through implementation of 3-wave model, underpinned by SIMS interventions.	1. Enhance interventions led by class teacher and TA	Outcomes of SEF Summer 2017. High impact strategy for 'collaborative learning' (EEF Toolkit)	Teachers to record impact of interventions using SIMS (on-going). September 2019	JRI/LSM	September 2019
Total budgeted cost				<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> £5,000	

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.	LA senior advisor to share Dorset wide research on effective implementation of wave 2 and wave 3 interventions.	Individual class teacher and TAs to monitor the impact of short-term interventions carried out between pupil progress meetings. Overseen by SLT.	SLT	Every 6 weeks and July 2019
	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 of short-term interventions carried out between pupil progress meetings.	LSM	Every 6 weeks and July 2019
	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 best placed to offer targeted support.	HT to monitor plus internal tracking.	JRI	July 2019
	4. Utilise expert governors (former maths teachers) to provide 1:3 tuition of disadvantaged more able pupils	CoG is a former NLE and led the last Maths Matters strategy	DH to lead and monitor plus internal tracking.	JDO	July 2019
	5. 1:1 maths tuition for targeted pupils	1:1 tutor has a proven track record working within a different school.	Tutor to monitor weekly progress and HT to monitor internal tracking.	JRI	July 2019

Improve pastoral development, behaviour and well-being of disadvantaged pupils	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. Use LA attendance SLA to provide bespoke guidance, challenge and support with key families		Termly tracking of attendance of pupil groups	JRI	Every 8 weeks and July 2018
	3. Support SEMH of targeted pupils by maintaining (0.6) ELSA provision.	LA recommended mentoring scheme, used by Dorset Families Matter. (Equilibrium and Horserenity)	ELSA to monitor the impact of short-term interventions carried out between pupil progress meetings. Overseen by LSM.		
	4. Provided targeted mentoring to disadvantaged		Targeted action plan drawn up by provider		
Total budgeted cost					Employment of senior TAs in Maths and English and Specialist SENSS support for educational and pastoral support. 1:1 maths tutoring £47,600
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 pastoral development, behaviour and well-being of disadvantaged pupil	<ol style="list-style-type: none"> Increased access to educational visits and trips. Increased access to musical opportunities. Review Behaviour and Rewards and Sanctions Policy in conjunction with BSS Use of external rewards provider (Marvellous Me) Use of ID Innovate mentoring project for hard-to-reach pupils from GRT community 	<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

	6. New behaviour policy and subsequent training (Step-up Dorset)				
Total budgeted cost					Employment of ELSA; Pastoral Support Officer; Mentoring programmes £32,000
					Total budgeted cost £84,600

6. Review of expenditure

Previous Academic Year: 2017/18

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.</p> <p>Improved progress measures, particularly in maths.</p> <p>Improved targeting and effectiveness of monitoring and intervention through implementation of 3-wave model, underpinned by SIMS.</p>	<ol style="list-style-type: none"> 1. Provide whole school training on effective teaching and learning strategies 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 3. Allocation and training of senior TAs (English and Maths) to allow for wave 2 interventions, overseen by class teacher. 4. Improved written feedback via 6 collaborative work scrutinies within school and attendance at local TSA moderation events 	<p>The proportion of Y6 pupils overall reaching the expected standard in R/W/M is 49% which is below national figures (64%).</p> <p>The proportion of Y6 pupils reaching the expected standard in reading is 69%.</p> <p>The proportion of pupils reaching the expected standard in writing is 70%.</p> <p>The proportion of Y6 pupils reaching the expected standard in maths is 61%.</p> <p>The proportion of Y6 pupils reaching the expected standard in GPS is 67%.</p> <p>Overall, KS2 progress in reading is below average (-2.3)</p> <p>Overall, KS2 progress in writing is average (-0.6) though this has improved by 0.2 points from last year, in a year where LA moderation occurred</p> <p>Overall, KS2 progress in maths is below average (-3.9)</p> <p>Disadvantaged pupils make better progress in reading and writing compared with non-disadvantaged pupils in the school. Indeed, a large negative gap between disadvantaged and non-disadvantaged pupils in writing has been overturned this year. There is a progress gap for disadvantaged pupils studying maths of 1.2 pts.</p> <p>Progress made by SEND pupils falls behind the progress of pupils not on the SEND register in Maths and writing. However, disadvantaged pupils made better progress in reading compared to non-disadvantaged</p> <p>Progress made according to gender is once again variable with girls again making by far better progress in writing, boys make slightly better progress in maths. Whereas, progress in reading is fairly even. This is broadly in line with national trends.</p> <p>The progress made by middle ability pupils in writing is considerably behind higher ability pupils.</p> <p>The progress made by the small proportion of low ability pupils has improved.</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 and that targets for raw scores linked to good or better or progress are shared.</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>£36105</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
<p>Improved targeting and effectiveness of monitoring and intervention through implementation of 3-wave model, underpinned by SIMS.</p> <p>Improve emotional health, well-being and attendance.</p>	<p>1. Revise wave 2 interventions led by class teacher.</p> <p>2. Train TAs on specific maths approaches and sustain TA numbers, including SENSS specialist</p> <p>3. Release HoD Eng and HoD Maths to provide bespoke 1:3 tuition of targeted pupils.</p> <p>4. Utilise expert governors (former maths teachers) to provide 1:3 tuition of targeted</p>	<p>88% of pupils receiving wave 1/2/3 interventions in English have partly or fully achieved short-term targets in the summer term.</p> <p>In maths, 82% of pupils receiving interventions in the summer term have made progress towards short-term goals</p> <p>73% of pupils (17) receiving wave 2 interventions (PSO) for attendance have improved their rate.</p> <p>70% of pupils (61) receiving tutor-led interventions from their tutor have achieved or partially achieved short-term attendance targets.</p> <p>Of the pupils (12) being seen by the Pastoral Support Officer for behaviour issues, 50% have shown signs of significant improvement, resulting in fewer and less frequent exclusions.</p> <p>75% of pupils (16) receiving assembly time interventions from their tutor have achieved or partially achieved short-term attendance targets.</p>	<p>Approach to be continued, but there is a need to retrain new teachers and TAs following staff changes.</p> <p>Use term-by-term improvement measures to track change</p>	<p>£36857</p>