Pupil Premium Strategy Statement: Churnet View Middle School 2017/2018

1. Summary information					
School	Churnet View Middle School				
Academic Year	2017/18	**Total PP budget**	expected PP income £165,715	**Date of most recent PP Review**	July 2015 Reviewed by Challenging Education in October 2017
			estimated Year 7 Catch Up income £15,000 (Actual £22,258)		
			Sports Premium Income £19,570		
			Total: £200,285		
Total number of pupils	423	**Number of pupils eligible for PP**	**FSM**: 132 (31.21%) **PP**: Year 5-36 pupils, Year 6- 29 pupils, Year 7- 42 pupils, Year 8- 31 pupils. Total - 138 (32.62%)	**Date for next internal review of this strategy**	October 2017

2. Current attainment			
	Floor Standard Parameters for all pupils (progress)	**Pupils eligible for PP (Churnet View Middle School school)**	**Pupils not eligible for PP National Average 2017 (The expected standard is a scaled score of 100 or more in reading and maths and a teacher assessment of working at the expected standard. The higher standard is a scaled score of 110 or more in reading and maths and greater depth in writing.)**
% of pupils achieving the expected standard in reading, writing and maths	**65%**	**33% (Up from 16% in 2016)**	61%
Reading progress score	**-5≥**	**-4.74 (Improved from -6.25 in 2016)**	71%

Writing progress score	**-7>**	**-5.22 (Down slightly from -2.09 in 2016)**	76%
Maths progress score	**-5>**	**-3.60 (Improved from -5.46 in 2016)**	75%

3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*			
A.			**Key Stage 2 data**: Although an improvement of 18% has been made. PP eligible pupils achieving expected in R, W and M remain below other pupils and national. Therefore, there are unidentified gaps in skills, knowledge and understanding which hamper pupils' ability to assimilate new concepts and develop their learning.
B.			Attendance for PP eligible pupils (particularly FSM) is slightly lower than other pupils and national.
C.			Transition information and a pupils' preparedness for the demands of upper Key Stage 2: Despite marked improvements, the % of PP eligible (disadvantaged) pupils making the expected levels of progress is below 'other' pupils in school and national 'other' pupils in reading, writing maths and GPS.
D.			On average, low attaining pupils PP eligible pupils performed lower than high and middle attainers in school, and national 'other' in the writing progress measure.
E.			Low level BFL and social and emotional concerns that lead to unproductive attitudes to learning.
F.			Interventions which have previously been too generic, not formalised, and that do not meet pupils' needs.
G.			Previous target setting and tracking of data that provides too little challenge for all and PP eligible pupils and has allowed for gaps in skills, knowledge and understanding which hampers a pupils' ability to develop their learning.
H.			Inconsistent systems for identifying barriers to learning such as the social and emotional challenges that pupils and families face outside of school, which will have a negative impact on their ability to access an education to the fullest extent.
External barriers *(issues which also require action outside school, such as low attendance rates)*			
A.			Pupil attendance, although at the National Standard for other pupils, needs to improve for PP eligible pupils. (There has been an improvement in 2016/2017 to 94.17% from 93.6% in 2015/2016). This reduces the hours a pupil is in school which causes them to fall behind.
B.			The Mindset of pupils and some parents which leads to a lack of parental engagement. It also contributes to a lack of resilience, low aspiration for future employment and negative choices regarding lifestyle and health.
C.			Some pupils come from homes that are unable to support a positive reading culture and do not have access to quality books and learning environments away from school.
D.			Some pupils come from homes where parental engagement with the school is not present, which is needed to support a pupil with the application of their learning and to support them with key characteristics that lead to successful employment in the future.

4. **Desired outcomes** *(Desired outcomes and how they will be measured)*	Success criteria
Continue to improve attainment and progress outcomes for PP eligible children (with a view to reaching National Standards in attainment measures) with strategies that improve QFT and raise staff, pupil and parental expectations.	Pupils eligible for PP make more rapid progress in Key Stage 2 so that they meet age related expectations and make the expected levels of progress in line with National figures. Effective and accurate use of the new in-school tracking system to identify pupils who are performing below the expected standard and target them for QFT and interventions. Interventions will then be more targeted according to need. (Academic, behavioural/restorative, Growth Mindset or social and emotional interventions). Year 8 exit data shows that Key Stage 3 pupils are working at age related expectations and are 'high school ready'. Progress and attainment measured in all year groups through a blend of assessments which include: teacher assessments, STAR reading, GL assessments and successful moderation-in school and with other schools). Pupils receiving more quality feedback from a wider range of staff with evidence of coaching from form tutors after key assessment points.
To continue to achieve a higher % attendance for all pupils and as a consequence pupils eligible for PP. Embed support systems for those pupils and families, if necessary. The school target for attendance is 96%.	Reduce the number of persistent absentees among pupils eligible for PP. Overall attendance of this group of pupils to improve from 94.17% to 96%. More pupils/families engage successfully with the school/ external agencies where appropriate. Streamline communication with LST/EWW/ Attend EDC and the school to support families with achieving excellent attendance.

| | | | To evaluate and introduce a revised version of the rewards systems to encourage a more Growth Mindset approach and to have more of a focus on exceptional standards of behaviour, effort and learning. To heighten the focus on consistent classroom routines and expected levels of BFL so that low level disruptive behaviour is dealt with consistently across the school and does not interfere with quality first provisions. | Fewer behaviour incidents and more engagement with the rewards system recorded on the school system.

Evidence of Growth Mindset language in feedback (both verbal and written). Use of language and Growth Mindset theories in lessons. Evidence of pupils having a more Growth Mindset approach in their work and their conversations/aspirations.

Evidence of expected levels of progress/attainment or a reduction in negative BFL incidences from pupils who have accessed in school therapeutics or other agencies. Positive results on the GL PAS survey. |
| | | | To access support from specialist and external agencies such as the Behaviour Support team to support these systems and provide staff with the support they need. | |
| | | | Increase parental engagement for those families eligible for PP. | Increased number of PP eligible families in attendance at parent and information evenings.

Introduction of a Parent Council to: open up a forum for parents to voice opinions and support with creating parent friendly policies and to hone the lines of communication between the school and parents.

Parents engaging with the weekly rewards newsletter to celebrate weekly achievements.

Engagement with a/school nurture/ enterprise sessions. |

		Develop all pupils' (and therefore PP eligible pupils') interest and engagement with the National Curriculum and the School Curriculum. • Planned visit from an author • Use of money to access subscriptions to support staff with QTF resources, differentiation and personalised learning. • Resources purchased to support quality intervention sessions.	The development of the school farm and embedding it in the school curriculum and pastoral/alternative provision. Pupils engaging with enrichment activities and trips, particularly more challenging physical activities before, during and after school. To offer a wider range of physical activities for all ages of pupils in school. Provide pupils with opportunities to try activities such as climbing and archery so that they can challenge themselves. (See also separate sports premium report) To build on extra-curricular sports provision in order to promote healthy lifestyles and choices. Development of key learning spaces for pupils, including key fitness areas to support healthy lifestyles and encourage resilience and perseverance. Engagement with outside speakers such as authors to inspire key stage 2 writing. Links made with staff CPD. Evidence of progress in pupil's books as a result of

5. Planned expenditure					
Academic year	**2017/2018**				
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?**
Continue to improve attainment and progress outcomes for PP eligible children (with a view to reaching National Standards in attainment measures) with strategies that improve QFT and raise staff, pupil and parental expectations.	To continue to use and embed the new in school tracking system to identify pupils who are performing below the expected standard and target them for QFT and interventions. These interventions will include: academic, behavioural/restorative, Growth Mindset or social and emotional interventions. To use a new pupil profiling and assertive mentoring system to support staff with the identification of barriers to learning so that they can be accessed more readily by all staff and kept up to date. To track data from teacher assessments and mock examinations (in year 6) to inform planning and intervention practices. This will be done at a whole school level, middle leader level and teacher level. More emphasis will be placed on middle-leader analysis of core subject assessments. Target groups have been created for catch-up in Key Stage 3. Those groups will receive additional lessons within the timetable to focus on literacy skills and how to apply them in different subjects. Key Stage 2 pupils will also be provided with additional opportunities to work towards the expected standard through additional maths and arithmetic lessons added to their timetable.	Evaluation of 2017 SATs results, EOY teacher assessments and GL data indicates that writing needs to be an area of whole-school focus. The FSM group in particular across reading, writing and Maths also needs a focus as the gap to National is too wide. Quality feedback is shown to increase progress by up to 8 months. Assertive Mentoring will provide more opportunities for staff to provide quality feedback. Year 8 exit data shows: English - Reading CV flightpath percentage at or above ARE = 70% (Autumn 2016 = 61%) English – Writing CV flightpath percentage at or above ARE = 52% (Autumn 2016 = 46%) Maths CV flightpath percentage at or above ARE = 60% (Autumn 2016 = 51%) Although the evidence shows that pupils are making progress, it is not in-line with Non-PP pupils yet.	**Monitoring of staff making use of the pupil profiling system.** **Monitoring of assertive mentoring systems at form tutor and HOY level.**	**Form tutors/HOY/RJ**	**After the first wave of Assertive Mentoring post release of Autumn data.**

		PP eligible pupils in key stage 2 Maths to be trialled in one group with the HOD to provide QFT/provision and to enable a more targeted approach.	Funds have been allocated to staffing so that there is the capacity for smaller group sizes and a higher number of lessons, particularly for maths. This allows for more opportunities for personalised feedback, staff identifying areas for development and then putting interventions in place within the classroom rather than relying on as many add on intervention sessions.			
		More resources will be directed to SEND/PP and PP Low attaining pupils through the extension of the Rapid Programme in school. TA interventions will continue to be used for in classroom support but also to focus on key pupils and their needs.	Meta-cognition and self-regulation teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. The Assertive mentoring system will not only provide pupils with a further opportunity for feedback on their performance after each assessment point, it will also provide them with the opportunity to discuss ways to self-regulate.			

| Continue to improve attainment and progress outcomes for PP eligible children (with a view to reaching National Standards in attainment measures) with strategies that improve QFT and raise staff, pupil and parental expectations. | Academic Intervention

Some Individualised One-to-One mentoring/tutoring and small group work. Additional support for pupils within the classroom. Employment of HLTA in order to provide more specialist Intervention and set up targeted classes in Maths.

This can be an effective strategy and accelerate progress by up to 5 months.

Increased focus on use of success criteria in lessons to allow staff to set pace and challenge for pupils. | To be used in order to allow for extra specialist staff intervention provision by the classroom teacher/HLTA. This will promote the delivery of more quality first teaching during intervention sessions and in the classroom.

This will also allow for higher quality feedback. Subject staff will know the areas for improvement of the pupils more readily than an intervention member of staff and so this will allow a more targeted approach. EEF Toolkit suggests that high quality feedback is an effective way to improve attainment.

Intervention sessions will also be completed in small groups which will allow staff to provide more detailed, immediate feedback to pupils during the sessions. TAs also complete targeted intervention sessions with pupils during reading time using the Rapid Programme. The use of this programme will be extended during this academic year to provide a more consistent approach to the SEND interventions. | Pupils identified by HOD for Maths and English and PP lead through the use of a blend of data at subject staff level through to SLT level. This will allow for more accurate identification of target pupils. Increased number of year 6 mock examinations with a question by question analysis.

Rigorous monitoring of lessons, planning and marking to ensure that there is quality first provision and staff are aware of the needs of PP eligible pupils. Seating plans used to identify vulnerable groups of pupils so that classroom teachers can personalise learning more readily and support pupils more effectively with overcoming barriers. Overview document to be created highlighting key Barriers to Learning which can be easily kept up to date and reviewed by form tutors. | Headteacher Assistant Headteachers for PP and T and L

English and Maths Lead with Assistant Headteacher having an overview . Work on Assertive Mentoring by form tutors. | Ongoing throughout the academic year. |
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To continue to achieve a higher % attendance for pupils eligible for PP and embed support systems for those pupils and families, if necessary. The school target for attendance is 96%.	To continue to work closely with Attend EDC/ LST/EWW to support families with achieving excellent levels of attendance for their child. To develop systems for the way that attendance is communicated to parents and to ensure that systems are rigorous and identify where there are attendance concerns quickly. To continue to build more positive relationships with parents/carers and have more capacity to signpost them to other appropriate agencies who can support them.	EEF research supports that positive, consistent attendance promotes learning and a higher chance of achieving more highly. Attend will also support our drive to increase positive parental engagement by developing communication with parents RE: attendance and punctuality.	Close monitoring of the attendance/persistent absence figures of key groups of pupils. More preventative approach. More information provided for pupils and families through assemblies and information on website/social media. Make parents aware of concerns quicker.	Assistant Headteacher Pastoral Admin Support HOY/Form Tutors.	Termly.
	To communicate any potential barriers to attendance highlighted from the pupil profiling system so that issues can be supported/ acted on quickly.	Continue to work with Attend EDC/Visyon/LST to offer support services which will allow the school to provide further emotional or social support for families or groups of pupils. For example, with issues such as self-esteem or monetary issues. Also supporting parents with application processes such as the EHCP assessment.	Office staff to continue to encourage pupils/parents not to have time off during first day absence calls. Inclusion of attendance in rewards system. Continue with more of an emphasis on attendance in rewards. Celebrate successes of high attendance through certificates and communication with parents.		

To evaluate and introduce revised version of the rewards systems to encourage a more Growth Mindset approach and to have more of a focus on exceptional standards of behaviour, effort and learning. To heighten the focus on consistent classroom routines and expected levels of BFL so that that low level disruptive behaviour is dealt with consistently across the school and does not interfere with quality first provisions. To continue to develop the social and emotional welfare provisions in school so that the basic needs of pupils are met and they can then make the progress/levels of attainment that they are capable of.	Middle leaders using data tracking systems to identify key pupils who are displaying negative BFL. Use this data to communicate with pupils, parents and agencies to prevent further lack of engagement. Continue to develop systems to identify key pupils and classes and use behaviour manager to target those pupils/groups. Focus on positive behaviours through the development of the rewards system and ensure that there is a restorative and consistent approach to behaviour management across the school. Increase in the resilience of pupils who are not making expected levels of progress or meeting attainment standards so that they will go on to achieve these things. Increased focus on extra-curricular activities that encourage wellness and good health. Breakout day activities that introduce elements of challenge and encourage pupils to persevere and attempt new challenges. Use of PP funding for opportunities such as extra-curricular trips. In some cases, uses of PP funding to provide FSM even if the PP is not eligible for FSM.	The EEF reports that robust and consistent behaviour systems can advance progress by over 4 months. If behaviour routines are consistent, it allows staff to create a positive learning environment where pupils can access their education fully. Money has been allocated in this way to continue to allow the school to evaluate more closely the behaviour of PP pupils in order to ensure they are engaging fully with their learning. The funding also means that pupils who display negative BFL will have feedback on their behaviour and will be given time to reflect on better choices.	Ensure behaviour incidents are recorded consistently and dealt with in an appropriate and consistent way. Monitor behaviour and provide opportunities for pupils not always engaging with their learning to catch up during intervention sessions, before, during and after school. Successful liaison with parents regarding behaviour from subject staff to SLT. More regular reporting to pupils and parents on rewards with more of an emphasis placed on celebrating effort and resilience rather than presenting pupils with tangible rewards. The use of 'In House' Cover Supervising staff will provide more consistency for pupils during staff absence and will allow for more rigour and consistency in the application of classroom routines. Key classes will not be covered by external staff. The development of the use of data to identify key areas for concern with individual pupils and classes. HOY/ Data Manager to then use this data to put strategies necessary in place.	Classroom teachers, HOYs, Behaviour Manager and AHT.	Ongoing throughout the Academic Year

			Continue to evaluate the rewards system through the school council to engage all pupils.		
Increase parental engagement for those families eligible for PP.	Free breakfasts and lunches. This may also apply to pupils who are no longer eligible for FSM but who are Ever 6/PP. An increased number of parental engagement sessions, focusing particularly on SATs information/ workshops. This also includes working with counselling services such as Visyon and Dove to provide therapeutics for pupils where needed. To support families with uniform and FSM when needed, including breakfast club.	Research has shown that this can move a child's progress on by 2-3 months. The aim of this is to encourage parents to form more positive relationships with school and provide opportunities for parents to see where they can support the learning of their child at home. To support parents with meeting the basic needs of the pupils in line with Maslow's Hierarchy of Needs. Therefore, if the basic needs are met, pupils are more likely to feel positive and engage with school.	Number of pupils/families having FSM. Evaluation of the attendance of parents at the information evening sessions and feedback received from them.	Pupil Premium Lead and Subject Leads	Termly

Develop all pupils' (and therefore PP eligible pupils') interest and engagement with the National Curriculum and the School Curriculum.	Ongoing development of the school farm and embedding it in the school curriculum and pastoral provision. Pupils engaging with enrichment activities and trips. Links made with staff CPD and in particular the use of success criteria to set pace and challenge. Use of key staff to teach vulnerable groups to ensure QFT. To provide more options in terms of teaching resources for staff through subscriptions so that they are more easily able to differentiate work and create exciting and challenging resources for all pupils.	In keeping with Maslow's Hierarchy of Needs, if pupils have the core elements met, they are more likely to develop the skills needed to be successful. Providing pupils with opportunities that they may not usually have will serve to raise aspirations and broaden their view and Mindset. In making the approach whole-school, the responsibility is shared and it allows for a consistency of approach which pupils are more likely to respond to. The use of the farm will encourage pupils to make connections with their learning and the industry they are in thus improving their engagement. It is also an opportunity to appeal to a range of learning styles and offer sensory opportunities to pupils. The aim is also to use the farm to prepare pupils more fully for life outside of school. Sports Premium money will be used to provide more opportunities for outdoor physical activity and extra-curricular activities which will in turn allow for collaborative learning and self-regulation.	As part of the Monitoring and Evaluation Schedule. Departmental time. Administration support with enrichment trips and opportunities. Staff training and including targets in staff CPD. Evaluation of Physical Challenge breakout days and extra-curricular activities.	Whole-school	Throughout the Academic Year

		Building character means to develop a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience. Evidence from the EEF suggests that support to develop these attributes may be particularly important for children from disadvantaged backgrounds.			
To develop and embed staff, pupils and carers understanding and use of Growth Mindset.	Evidence of Growth Mindset language in feedback (both verbal and written). Use of language and Growth Mindset theories in lessons. Increase in the resilience of pupils who are not making expected levels of progress or meeting attainment standards so that they will go on to achieve these things. Use of PP funding to support non-negotiable use of success criteria in every lesson. This will also ensure that challenging targets/criteria are set for pupils.	EEF Toolkit suggests that high quality feedback is an effective way to improve attainment/progress. This will also serve to raise the aspirations of pupils and encourage them to be more resilient in the face of challenge.	As part of the Monitoring and Evaluation Schedule. Departmental time. Administration support with enrichment trips and opportunities. Staff training and including targets in staff CPD. Lesson Observations and monitoring of the use of success criteria.	Headteacher, AHTs and middle leaders.	Launch in Autumn 2 and Review in Spring 1 initially with a view to securing external staff CPD.

	Total budgeted cost	£218,425 (Including catch up)