Pupil premium strategy 2018/2019- Churnet View Middle School

1. Summary information					
School	Churnet View Middle School				
Academic Year	2018/2019	**Total PP budget (Including Year 7 Catch up, LAC Income estimation.** **Sports Premium**	175,980 See additional report.	**Date of most recent PP Review**	July 2015-Julie Yates Challenging Education- Spring 2018
Total number of pupils	437	**Number of pupils eligible for PP**	135 (30.89%) Of that 73 (16.705) are FSM	**Date for next internal review of this strategy**	Summer 2019

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving expected standard or above in reading, writing & maths	**38%**	64%
% making expected progress in reading (as measured in the school)	**-3.9**	0.3
% making expected progress in writing (as measured in the school)	**-1.6**	0.2
% making expected progress in mathematics (as measured in the school)	**-2.8**	0.3
3. Barriers to future attainment (for pupils eligible for PP)		

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	**Key Stage 2 data**: Although an improvement of 5% has been made, and the gap is continuing to close, 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.	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.
G.	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.
H.	The delivery of Mastery is not consistent.
I.	Pupils lack some of the self-reflective/self-regulatory skills that they need (skills linked to meta-cognition).
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
J.	Pupil attendance: the number of pupils at the National Standard, needs to improve for PP eligible, and particularly FSM, pupils.
K.	The Mindset of pupils and some parents which leads to a lack of parental engagement. There is a lack of community curriculum/enrichment experiences which would encourage parental engagement. These factors also contribute to a lack of resilience, low aspiration for future employment and negative choices regarding lifestyle and health.
L.	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.
M.	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.

N.	Parenting Barrier.	
4.	**Intended outcomes** *(specific outcomes and how they will be measured)*	**Success criteria**
A.	Continue to improve attainment and success towards aspirational targets 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. There will be a more consistent use of the Key Stage 1 data to identify those pupils who are not making adequate amounts of progress from their Key Stage 1 starting points.	• Pupils eligible for PP make more rapid progress in Key Stage 2 and 3 so that they meet age related expectations and make the expected levels of progress in line with National figures. • Effective and accurate use of data to set aspirational targets and inform quality teaching and feedback • Year 8 exit data to show that Key Stage 3 pupils are working at age related expectations and are 'high school ready'. • Pupils receiving more quality feedback from a wider range of staff with evidence of coaching from form tutors after key assessment points. • Staff to be more target focussed which will raise progress and attainment. • A continued improvement on the quality of teaching for all pupils. The EEF states that the best outcomes are evident when resources are used to improve the quality of teaching for all. • Pupils in year 8 are 'High School ready' in terms of age related expectations and socially and emotionally.

B.	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% and we aim to move this to 97%.	• Reduce the number of persistent absentees among pupils eligible for PP. • Increase the percentage attendance of PP eligible and FSM pupils to national expectations. • 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. • A positive response to the rewards system where high attendance is recognised and celebrated. Pupils also being aware of the impact that low attendance can have on their education through the child friendly attendance policy.

C.	To continue raise the standards of behaviour across the whole school and therefore PP eligible pupils to ensure consistent exceptional standards of behaviour so that quality first teaching can be delivered and barriers to learning prevented.	- 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. - Reduction in the number of pupils accessing the Learning Focus Room due to poor behaviour, which will in turn lead to a more targeted approach on key pupils.
D.	To identify the barriers to learning of PP eligible pupils early so that academic and social and emotional support can be put in place.	- Successful communication with feeder schools and those in the wider Staffordshire Moorlands area through the Primary DIP - Pupils joining the school having received earlier intervention with clear strategies in place for progression.

5

E.	Increase parental engagement for those families eligible for PP.	• Increased number of PP eligible families in attendance at parent and information evenings. • Parents engaging with the various methods of school/home communication such as the school app. • Parents engaging with the weekly rewards newsletter to celebrate weekly achievements. • Engagement with a/school nurture/ enterprise sessions. • Engagement with parent/child reading focused activities and social evenings. • Successful communication and outcomes for pupils and families working with the school and external agencies.

F.	Develop all pupils' (and therefore PP eligible pupils) interest and engagement with the National Curriculum, the School Curriculum and the Community Curriculum.	Pupil engagement with the school farm and successful use of this for therapeutics and Alternative Provision.
		Pupils engaging with enrichment activities and trips, particularly more challenging physical activities before, during and after school.
		A wider range of physical activities offered for all ages of pupils in school. As a result of this, pupils engaging with opportunities to try activities such as climbing and archery so that they can challenge themselves. (See also separate sports premium report)
		To successfully 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.

5. Review of expenditure	
Previous Academic Year	**2017/2018- for a full evaluation see Review of Expenditure Appendix at the end of the document.**

6. Planned expenditure					
Academic year 2018/2019					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**

To continue to embed staff use of data to track a pupil's progress against aspirational targets and attribute next steps and actions so that the pupil meets expectations. To use other assessments such as GL and key stage 2 mock SATS results to build a clear picture of the pupils who need additional support or who are not performing at the expected standard and target them for QFT and interventions.	A.	Evaluation of 2018 SATs results, EOY teacher assessments and GL data indicates that earlier intervention needs to be put in place for pupils to prevent them from under-performing in attainment and progress measures. These need to be in-class measures/interventions and not just separate interventions ***Please see Review of Expenditure Appendix below.** The EEF's research on the attainment gap highlights that it is quality first teaching that has the most impact on closing the attainment gap between PP and non-PP pupils. The resources have been allocated so that individual barriers for pupils can be focused upon and it is not only the academic strategies that are put in place but also the social and emotional ones. The aim, at the very least, is to use the funding to support the disadvantaged pupils with achieving an average level of attainment as a starting point and build from there. Additional checks need to be put in throughout the year to re-check that pupils, who have been deemed to meet the standard, still will by the end of the academic year. Middle and High overall attainers where achieving the higher standard is concerned should be targeted as the gap to national is too big. (HA-53(70%); MA-6(22%). Maths progress measures have also dipped for PP. Low and Middle previous attainers are not achieving close enough to the national standard in terms of attainment where the expected or higher standard is concerned. More of a focus needs placing on the starting points of the pupils as an indicator of their capabilities (even if that seems inflated). This is so that staff are more aware of the progress pupils should be making and whether or not additional barriers to learning are happening for pupils who has a negative impact on both attainment and progress. This will continue to be our approach in line with the work that we have done on the RADY project and Challenging Education. The aim throughout the academic year will be to strengthen the link between PP and teaching. Sir Kevan Collins CEO of the EEF cites that High Quality First Teaching is the most powerful driver. The Sutton Trust states that there can be 1.5 years of progress added because of high quality teaching. Therefore, English classes will be changed to mixed ability. Every lesson should be aimed to be planned with the highest attainment grade in mind. Therefore, ALL students have access to the same level of work. In class intervention through differentiation and scaffolding is key.	Monitoring of staff making use of the pupil profiling system. Monitoring of assertive mentoring systems at form tutor and HOD/HOY level. 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. Data will be tracked 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. HOD for Maths and English will use the Question Level Analysis from the 2018 SATS to inform planning and gaps for pupils. This has highlighted that there needs to be a focus on inference with our pupils and exam technique. There will also be monitoring of what teachers are doing in terms of in-class intervention. Time will also be spent on question level analysis of previous SATS cohorts so that areas for improvement/gaps can be identified. 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. Evidence of staff identifying pupils who are not meeting the expected standards through their teacher analysis grids and then the strategies that staff will be implementing for those pupils.	**Form tutors** **HOY** **AHT** Ks2 and Ks3 English HOD	Termly

	A.	More emphasis will be placed on the tracking of the combined RWM measure at Key Stage 2. There will be additional in-school moderation for writing and continued moderation with other schools.		**Form tutors** **HOY** **AHT** Ks2 and Ks3 English HOD	Termly
English has moved to mixed ability groups in Years 7 and 8. This makes the approach more consistent from Key Stage 2 and allows staff to put differentiation in place so that all pupils are given the opportunity to access higher level work and mastery.	A.	The move to mixed ability for English will provide more pupils with the opportunity to access mastery and work/skills, which will move them closer to ARE. Each lesson should be planned with the highest attainment grade in mind. There still remains a gap between PP and Non PP in terms of attainment. However, the gap is closing. **The Year 8 exit data shows that 1% more of PP pupils achieved ARE than Non PP pupils,** which shows that Quality First teaching, interventions and targeted support, together with raising the profile of PP pupils, is working. The Year 7 data (current year 8, highlights that as a school, we are still continuing to make progress post SATs. In fact, the progress is more rapid. In reading and writing, 27% more of PP pupils achieved the standard compared with in their Key Stage 2 SATS. **In Maths only 6% of FSM pupils made the standard in year 6. However, by the end of Year 7, the FSM group achieved 82% at or above ARE.** With a heightened focus on differentiation and mastery of skills, more pupils will be more prepared for the rigour of the GCSE syllabus.	Whole school and department monitoring Pupil Voice Data Analysis	**SLT** **HOD**	Termly/End of Academic year

| Reading time will be more purposeful. The profile of reading will continue to be raised. There will be guided reading sessions as part of this. | A. | In English there will be a removal of the dependency on STAR reading due to the conflict these tests are creating with the format of the SATS questions for pupils.

Training for staff on this will be held. There will be a focus on more reading activities between parents and pupils. The Readathon will be engaged with and more opportunities for parents to purchase books at parents evenings and events. There will also be an introduction of a w/class reader.

A free write session will also be introduced to period 4 as a further opportunity for pupils to develop a fluent writing style through low risk extensive practice.

The EEF highlights that improving levels of literacy for PP eligible pupils leads to improved outcomes for them. The changed focus during reading times will: develop pupils' language capability to support their reading and writing; support pupils with developing fluent reading capabilities and improve comprehension strategies through modelling and supported practice | Whole school and department monitoring
Pupil Voice
Data Analysis | **HOY**
SLT | Through the monitoring and scrutiny calendar. |

Support staff with resources through subscriptions and access to services such as SPAG.com and CGP resources/ revision guides. There will be staff training on Meta-cognition .		Staff have more resources to differentiated and challenge pupils. Spelling Shed and Twinkle. There has also been money allocated for more interactive resources such as SPAG.com and Spelling Shed. Investment in CGP resources to support preparation for Key Stage 2 examinations. Meta-cognition and self- regulation teaches 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. Self-reflective practices within the classroom will continue to be developed. Training will be delivered. This will be supported by the training done by SK on nurture and Boxall Profiling of pupils. Further training and guidance will be provided on metacognition as it has been proven that pupils can make in addition of 7 months extra progress with the effective use of metacognition strategies.	Whole school and department monitoring Pupil Voice Data Analysis Department and whole school work scrutiny. 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.	**Subject staff** **HOD** **SLT**	As part of the monitoring and scrutiny calendar.
				Total budgeted cost	106,521

ii. Targeted support

Action		Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To deliver Power Learning sessions which will be: academic (teacher led or through additional sessions); behavioural/restorative, Growth Mindset or social and emotional interventions. 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.	A.	Expenditure has been targeted on staffing to support QFT and BFL routines. Therefore, in Maths, staff will have additional sessions 1-2 periods on their timetable for them to work with pupils who they identify as needing additional support. This will allow for a more targeted approach and save time for staff not needing to find out from others what areas they need to target with a pupil. There has been an increase in the number of year 6 maths lessons from 5 to 6+1 Arithmetic lesson. Although there are a reduced number of additional interventions for English this year due to funding, the timetabling of the Primary Curriculum has been done to allow for 12 x slots per week for literacy based work. The new Head of Key Stage 2 and 3 English also have an additional 1 x slot each on their timetable to provide interventions. A floating member of staff has been added to period 4 sessions so that each Year 6 teacher gets additional intervention slots with their class on a rota basis. Again, this allows for the intervention to be more precise and honed to the needs of the individual pupil. **Intervention Focus:** Based on Spring/Summer data from 2017/18, pupils who are border-line to achieve ARE in Maths and English will be targeted for intervention first. Then additional pupils who are border-line to achieve the standard in maths and English will be targeted. Achieving ARE will be targeted in the first instance. Form tutors will complete the PP profiler in the first two weeks with pupils to update any barriers to learning. Focus on inference in Interventions and lessons. More opportunities for cross-curricular writing will be built in to lessons. There will be more of a balanced focus between reading and writing in the sessions and staff will also work on exam technique. Intervention staff to be guided by HOD/HOY and RJ and look at a blend of data (including mock SATS data, End of Year Data and Key Stage 1 data) together with feedback from staff to inform the areas they need to focus on with pupils. Some of the sessions to begin with Growth Mindset ideas. As well as some exam techniques. SK to organise for higher ability key stage 3 readers to go into form groups as peer mentors 2 x per week to support staff with less able readers.	Whole school and department monitoring Pupil Voice Data Analysis Data at teacher level will be analysed in terms of low, middle and high attainers as there needs to be a focus on the low and middle prior attainers for reading in year 6 and the high attainers in writing. Additionally, analysis (academic, behavioural and attendance) is now done for the FSM group as it has been highlighted by the EEF that the gap between FSM-eligible pupils and others is significantly larger. **We are continuing in this way as the work done by targeting these pupils has seen an increase of 15.5% in the reading results of FSM pupils on 2017.** The FSM group in particular across reading, writing and Maths also needs a focus as the gap to National is too wide. In year 6 maths this dipped by 6% on 2017. **Huge achievements were made with the year 8 cohort as Only 27% of PP pupils made the end of Key Stage 2 standard when this year group were in year 6. However, 76% of PP pupils left having met ARE in reading. Therefore, 76% is significant progress against their Key Stage 2 Starting Point. 78% left achieving** ARE in writing and 69% achieving ARE in Maths.	Intervention and subject staff HOD AHT Further interventions to be put in place with the HOD at Leek high school to challenge the More Able pupils in year 7 and 8.	Termly and to coincide with mock assessments for Year 6

Additional classes in Maths in Year 7 to make the groups smaller and to allow for more targeted support. In year 8, groups have been set so that staff can teach pupils at an appropriate level, in line with the GCSE tiered papers. PP pupils distributed across the classes.	A.	The **boys PP group** has dipped this year after seeing a positive trend in the previous year. Except in GPS where there is an increase of 13% on 2017. Reading sees a 19% decrease and so does writing with a 1% decrease. Maths results also dipped by 19% on 2017 which means the combined measure dipped by 13% for this group (Boys PP) FSM group dipped in Maths on 2017 by 6% and so did all PP pupils in Maths by 4%. In year transfers from previous settings where pupils did not arrive with adequate levels of support to match their needs can account for some of this dip in attainment. Therefore, to allow all pupils to access levels of mastery and challenge and therefore raise attainment/progress levels and aspirations. Focus on strategies for QFT in Maths through the Super Challenges and the Do it Now tasks. 'White Rose' CDPD sessions completed by staff are being disseminated and the knowledge and understanding gained from them is being applied to teaching. Those pupils who did not make the standard or for some reason were deemed to have barriers that prevented them when they otherwise would have passed, have been grouped together to receive a blend of basic skills and some of the higher content. This is so their potential is not capped and they still have the opportunity to go on to study for the higher tier paper when they move to the high school. A smaller group has been created with some of the Year 7 catch up funding to provide a smaller, more nurturing environment for the year 7 pupils so that they can be targeted for more support and master the skills.		HOD Subject teacher Further liaison between the Head of Maths at the high school and the HOD at Churnet View to ensure that the work at Key Stage 3 is challenging and delivered to the standard that will move the pupils to ARE.	Weekly and termly.

Staff will have an awareness of Key Stage 1 starting points for pupils Along with other data, Key Stage 1 data will be used to create an uplift/challenging target in line with the school's work with Challenging Education and RADY (Raising Achievement of Disadvantaged Pupils) Any vulnerable pupil will be put on a Challenge 2 indicator for their target, which means that they have aspirational targets.	A.	The EEF Attainment Gap data report 2017 identifies that the attainment gap is largest for children and young people eligible for free school meals those assessed with special educational needs. The gap begins in the early years and can more than double to 9.5 months by the end of primary school. Therefore, an emphasis will be placed on early identification in year 5 through data analysis at classroom level using the teacher analysis grids and the 'All About Me' Barriers identification sheets during pastoral time. The EEF also states that the best outcomes are evident when resources are used to improve the quality of teaching for all.	Data analysis at subject, middle leader and senior leadership level.		As part of the monitoring and scrutiny calendar.
Improving the literacy of PP-eligible pupils. Pupils with low and middle prior attainment must be targeted for Reading as these are the groups where less progress is being made. This is also the case for those achieving the higher standard in reading. The gap to national is too big between PP and national for those with overall middle and high attainment.	A.	The new lead for Key Stage 2 English will be placing an emphasis on reading in line with the EEF recommendations that improving literacy for PP eligible pupils leads to improved outcomes for them. The focus will be on the following: develop pupils' language capability to support their reading and writing; support pupils with developing fluent reading capabilities and improve comprehension strategies through modelling and supported practice. These will be focused on during lessons and in Power Learning Sessions.	Monitoring at middle leader and SLT level. Subject teacher and HOD tracking of data and meetings with staff. Sharing of resources. Analysis of data.		Termly.

High previous attainers need some focus in writing as their progress was not in line with middle or low attainers. This indicates that more is needed with mastery and pupils who need pushing towards GD. The use of DIN/Success Criteria Grids will ensure that staff are targeting the key skills pupils need to master an area. Work will also be done with staff on Mastery and the various techniques that can be used within the classroom to ensure that this happens. Meta-cognition will be a focus of staff training.	A.	The PP/SEND group for writing also dipped with 1% lower on 2017. The reading measure remained the same and so did the combined measure. In line with EEF recommendations to improve literacy, Power Learning and lessons will include: the teaching of composition strategies through modelling and supported practice; developing pupils' transcription and sentence construction through extensive practice; accurately assessing the pupils' needs through the regular assessment of their needs. The PP funding has been allocated so that Quality First Teaching strategies are developed as a priority first and foremost. This then will decrease the need for additional support. However, those pupils who still need additional support will have this through a small number of staff who are able to accurately diagnose their capabilities and needs.	Whole school and department monitoring Pupil Voice Data Analysis	Subject staff HODS SLT	As part of the monitoring and scrutiny calendar.
				Total budgeted cost	48,699

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Streamline communication with LST/EWW/ Attend EDC and the school to support families with achieving excellent attendance.

Develop the Community Curriculum Programme. | B. | EEF research supports that positive, consistent attendance promotes learning and a higher chance of achieving more highly. Attend EDC will also support our drive to increase positive parental engagement by developing communication with parents RE: attendance and punctuality. | Continue to work with Attend EDC (who will lead on this) /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.
Funds from PP will continue to be allocated to the support of attendance.

Continue to update case studies for key pupils.

***Also see Attendance Action plan 2018/2019.** | RJ/DS/ Attend EDC/HOY/Form Tutors | Termly |
| To continue to work closely with Attend EDC/ LST/EWW to support families with achieving excellent levels of attendance for their child. | B. | 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. | The school has now been allocated a consistent worker from Attend EDC who has a background of working with LST and agencies. This will support the school foster/encourage stronger links with families.

A more specific focus on the key groups. Particularly: PP, FSM and persistent absences. Groups now identified in SIMs.

Regular meetings with Attend EDC and communication to ensure a consistent and quick approach.

To continue to put early intervention in place so that pupils do not become PAs in the first place. | RJ/DS/ Attend EDC/HOY/Form Tutors | Termly |

To communicate attendance systems and concerns effectively to parents and to ensure that systems are rigorous and identify where there are attendance concerns quickly.	B.	Research has shown that improved parental engagement 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. The introduction of the new fixed penalty notices across the schools in the MAT. If a pupil has been absent due to holiday for 5 days or more in any one academic year. This is to raise the awareness with parents that it is not acceptable to take pupils out of school during school time for holidays. Introduction of a Child Friendly Attendance policy that pupils and parents will have access to. **Please also see the Attendance Action Plan for this Academic Year.** Community Curriculum Programme,	Through the use of a range of ways to communicate with parents including: the school app, e-mail, telephone and face to face attendance clinics. Attendance will also feature in assemblies.	RJ/DS/ Attend EDC/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. This will be done though a heightened focus on attendance from the HOY and form	B.	See rows above.			

Staff training on self-reflective classroom practices for pupils which will result in BFL concerns not escalating. This also links in with meta-cognition. Ensure that policies are appropriate for the most vulnerable pupils and that strategies used reflect this.	C. and D.	At a school level, although the number of fixed term exclusions has increased, this was partly to attempt to avoid PEX for certain pupils. The fixed term exclusion figures have moved up from 46 in 2016/17 to 65 in 2017/18. However, the number of PEX has gone down from 3 to 1. This is a positive step. Of those exclusions x 15 are PP pupils. Therefore, there is a need to prevent the escalation of behaviour at an earlier stage. As a result, further behaviour training was delivered in September 2018, where a new system was launched where staff complete in lesson reflection with pupils. This is in a bid to put more tiers of response to pupil behaviour and provide pupils with the opportunity to reflect on and change their behaviour before it escalates. A LAC friendly behaviour policy has also been created in conjunction with the County Inclusion Manager and the Head of the Virtual School for Staffordshire. This is to remove vocabulary and practices that could cause behaviour to escalate unnecessarily. The purpose of this training is so that staff can 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. 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 all 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.	Continue to develop systems to identify key pupils and classes and use the behaviour manager to target those pupils/groups. Focus on positive behaviours through the continuation of the rewards system and ensure that there is a restorative and consistent approach to behaviour management across the school. Formal Awards evenings were trialled in the summer term to provide the opportunity to celebrate more success. Data will be used to identify pupils who are causing BFL concerns so that strategies can be put in place to prevent any barriers to learning. The use of self-reflective practices means that inclusion/pastoral staff can spend more targeted time on key pupils who need more intensive emotional and social support. These staff are also then able to identify hotspot areas where staff and pupils can be supported. Behaviour and attendance data analysis.	RJ/SLT	September 2018 and then termly reviews

20

The school will continue to offer therapeutics provision and SEL interventions for pupils. We have close links with Visyon and pastoral staff are familiar with the referral system to external agencies to support pupils in their year group. 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. Free breakfasts and lunches. This may also apply to pupils who are no longer eligible for FSM but who are Ever 6/PP.	C.	In the Summer Term of 2018, the LFR was closed temporarily due to staff absence. This had a negative impact on the number of behaviour incidences in school as more pupils are beginning to use the room temporarily for social and emotional support. When this facility wasn't available, their behaviour escalated. The pleasing trend for the Learning Focus Room is that pupils who previously would have been removed for poor behaviour are beginning to use the room to pre-empt this behaviour and work through some strategies with the staff. These pupils will use the room as a temporary time-out and then go back in to lessons to continue with their work. This has highlighted the need for the social and emotional provision in school. In the Spring term, the school will seek to extend this provision to ensure its consistency. Behaviour Hotspots are already having a positive impact on lessons and pupils. The EEF states that SEL interventions (Social and Emotional Learning) have an identifiable and valuable impact on attitudes to learning and social relationships in the school.	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. Continue to evaluate the rewards system through the school council to engage all pupils.	RJ/LF/HOY/ Form teachers/SK and JE	Ongoing throughout the Academic Year

Communication effectively with the wider community that the school is involved with to break down barriers to learning and encourage early intervention.	D.	S Fryer and R Jukes have designed, set up and led the Staffordshire Moorlands Primary DIP where schools are able to bring referrals and seek additional support. It is also an opportunity for agencies to share key information collectively and it encourages a collective, consistent approach to behaviour management and responses in the Staffordshire Moorlands. In addition to this, it allows the Middle schools to work with and prepare for pupils who will transition to them and ensure that the correct support or Early Help is put in place for those pupils. The creation of this DIP has been cited by the District Inclusion Officer as having a very positive impact on the exclusion rate in the Staffordshire Moorlands so far for primary age pupils.	By continuing to lead on the work of the Staffordshire Moorlands Primary District Inclusion Partnership that Churnet View established with Lisa Wood (District Inclusion Office) to share consistent practice on BFL and encourage early identification of BFL/social and emotional barriers to learning.	SF/RJ	Ongoing throughout the Academic Year
To continue 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.	D.	Form tutors will also continue to work on Assertive Mentoring. There will be set time built in to form tutor time for this to occur so that pupils can identify any barriers to learning they may have and tutors have the opportunity to have an informal conversation with the pupils about their achievements and areas for improvement so far. It is also an opportunity for pupils to go through their termly reports with a member of staff and clarify any misconceptions or misunderstandings.	Evidence of staff using the Barriers to Learning document to inform planning and support pupils. HOY being aware of the barriers to Learning of the pupils in their year group and taking action to support their needs: academic (in liaison with the HOD), socially and emotionally or behaviourally.	Scrutiny of Barriers to Learning Document Form tutors Subjects teachers Heads of Year SLT	Termly

22

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. Increased pupil-parent activities involving reading. More community events held in the school such as Movie Nights and Bingo	E.	Research has shown that increased parental engagement 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. Community Curriculum Programme.	Regular communication and the advertisement of events to parents. Increased attendance of agencies at parents evenings for the purposes of drop-in sessions for families. Continue to train staff and encourage them to use communication with parents as the first strategy to use with pupils if there is a concern. Communication with parents about the ways to access external support. For example, making parents aware that the school is able to provide food bank vouchers.	Whole-school staff Attendance figures at events monitored and analysed.	Throughout the Academic Year.
To support families with uniform and FSM when needed, including breakfast club.	E.	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	Ensure parents are aware of ways they can seek the support of the school. Pastoral staff to communicate offers of support if felt that it is creating a barrier to learning and/or causing social and emotional difficulties for the pupil.	All staff.	Ongoing
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. ***Please also see separate Sports Premium Report***	F.	See separate Sports Premium Report.	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.	RJ/OS/PE Department. Subject staff.	Ongoing

Ongoing development of the school farm and embedding it in the school curriculum and pastoral provision.	F.	The farm is regularly accessed by our pupils who have an interest in that area and it allows us to provide pupils with responsibilities. This has served to engage pupils and generate more interest in the farm. It has also been accessed for therapeutic purposes by schools who are members of the primary DIP. 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.	A key member of staff leads on the health and welfare of the animals. The prefect team look after them as part of their responsibilities. Embed work with the farm in to schemes of work, nurture activities and any alternative provision.	JM/SB/RJ/JB	Ongoing

Use of funding to engage pupils with enrichment activities and trips and develop key resources for 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. 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. Outdoor table tennis table have proven a popular feature. This in turn helps to encourage positive behaviour on the school yard during unstructured time. ***See separate Sports Premium Report*** Money has been accessed for Yoga sessions as a part of pupil well-being. This is particularly important in the lead up to SATS examinations for Year 6 pupils. 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.	Vary the trips offered throughout the academic year. For example: London Maths trip, Key Stage 2 Pantomime, Sporting Activities Challenge Day, Outdoor Pursuit Challenge trip for Year 5, Rugby trip to Sale Sharks, Library Visits, A Shakespeare theatre trip and extra-curricular sporting events. Ensure that PP eligible pupils are prioritised for the trips and parents are made aware that they can receive support with them. 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. 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. The fitness suite has been developed so that more pupils can access the facility at a younger age. A pupil run club now operates at lunchtime and Key Stage 2 as well as Key Stage 3 pupils can now access it for nurture purposes.	All staff.	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.

	Total budgeted cost	173,728.00

7. Additional detail
Please also see: Sports Premium Report Attendance Action Plan Behaviour Policy Attendance Policy.