

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	James Bateman Middle School				
Academic Year	2019/20	Total PP budget	£140,195	Date of most recent PP Review	7.10.19
Total number of pupils	396	Number of pupils eligible for PP	128	Date for next internal review of this strategy	Oct 20

2. Current attainment Y6 2019		
% of pupils achieving the expected standard in reading, writing and maths	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
reading attainment score	65%	78%
writing attainment score	76%	83%
maths attainment score	71%	84%
reading progress score	-0.5	0.3
writing progress score	0	0.2
maths progress score	0	0.3
Current attainment Y8 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	53%	87%
% making expected progress in reading (as measured in the school)	81%	98%
% making expected progress in writing (as measured in the school)	91%	100%
% making expected progress in mathematics (as measured in the school)	91%	96%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

<b>A.</b>	The performance of higher ability pupil premium
<b>B.</b>	Performance of SEND PP pupils
<b>C.</b>	Development of aspirations /opportunities for pupil premium pupils
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Attendance and parental engagement, including poor access to learning resources at home
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)	
<b>A.</b>	Further improve the progress of high attaining disadvantaged pupils
<b>B.</b>	Further improve the progress of SEND disadvantaged pupils
<b>C.</b>	Further improve the progress for all disadvantaged pupils- especially in writing and maths
<b>D.</b>	Development of aspirations for disadvantaged pupils – cultural capitol opportunities
<b>E.</b>	To improve the attendance of all disadvantaged pupils – especially p/a pupils
	<b>Success criteria</b>
	To perform in line with non-disadvantaged pupils
	SEND pupils to close gap
	To perform in line with non-disadvantaged groups
	Disadvantaged pupils to experience enrichment opportunities and easier access to quality resources
	To perform in line with non-disadvantaged groups

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018/19</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Improve the opportunities for maths CPD.</p>	<p>To ensure that disadvantaged pupils make the expected progress from KS1 to KS2 in reading, writing and maths</p>	<p>All maths teachers and TA's have had the opportunity to work with the Maths Hub as well as with colleagues across the MAT and within Staffordshire Middle Schools. This has led to improved pedagogy resulting in improvements for all pupils in all year groups.</p>	<p>Policies have been adapted and put in place. These will continue with a greater focus on GD disadvantaged more able pupils</p> <p>CPA approach continues to be a key focus area</p>	<p>£20,336</p>
<p>Improve the opportunities to teach maths across the curriculum</p>	<p>To ensure that opportunities to use mathematical skills are exploited across the curriculum</p>	<p>Pupils are able to make links between subjects and apply mathematical knowledge to different contexts. Delivery of maths skills is now more cohesive.</p>	<p>An audit was carried out to ensure all opportunities were identified – this will need to be reviewed as the curriculum develops</p>	<p>£15,000</p>
<p>Review the teaching of reading across the school – building in a wide range of opportunities</p>	<p>To ensure that reading remains a key focus in the school by introducing reading opportunities across the curriculum</p>	<p>Pupils develop a love of reading and are accessing the library as evidenced by borrowing statistics</p> <p>Accelerated reader rigorously tracks all pupils and as a result intervention is timely. A phonics programme is in place for early readers – this has ensured reading progress for disadvantaged pupils at KS2 has been accelerated.</p>	<p>Continue to re-stock the library based on pupil voice, continue to celebrate and reward reading through competitions and whole school events.</p> <p>Peer mentor programme to continue alongside other interventions which have impacted on reading standards.</p>	<p>£12,000</p>

Increase focus on writing from teacher and TA.	Further increase the progress of PP in writing throughout the school	<p>Review of the teaching of writing has ensured a focus on skills initially. This has equipped all writers with the foundations for success.</p> <p>Writing results have improved across the school and attainment gaps are narrowing.</p> <p>Whole school approach to writing across the curriculum</p>	<p>Monitor imagine lessons and books to ensure impact. Carry out moderation across the MAT and with Biddulph schools at least once per term to evidence impact.</p> <p>Planned opportunities for cross-curricular writing has promoted enjoyment in writing. Imagine lessons have also been well received by more reluctant writers</p>	<p>£12,300</p> <p>£18,129</p>
Effective CPD for all staff in writing standards and moderation	To ensure that staff have the necessary skills to teach writing confidently	Writing moderation training, whole school INSET to ensure a consistent approach to teaching writing	New approach to be introduced and monitored closely for impact over the next academic year.	£17,852
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Increase the range of support offered by teachers and TA's	Further improve the rate of attainment for disadvantaged pupils at KS2 by supporting pupils socially and emotionally	Pupils are targeted and supported by specific programmes such as ELSA AND Forest Schools. There is also access to a counsellor through Visyon.	When pupils are emotionally well-supported attendance improves, confidence grows and pupils are more ready to learn resulting in better progress.	£13,668
Target feedback for H/A pupils and host events to promote more able	Ensuring that H/A pupils achieve the higher standard in reading, writing, maths.	Pupils and parents are fully aware of targets and are supported in achieving them through a series of bespoke events. Parents are invited into the school to celebrate success and to ensure that they have strategies to help their child.	Raising aspirations for disadvantaged pupils continues to be a priority. This is to be achieved through links with universities, colleges etc	£5,000
Additional school staff identified to lead smaller group teaching of core subjects	Ensure that PP boys make as much progress as PP girls – particularly in writing . Also that progress is accelerated in order that gap is closing with non PP pupils.	Y5 and Y6 will have a 1 hour lesson per week with the Maths and English leaders in small cohorts to ensure they make good progress.	Targetted support to focus on narrowing gender gap as well as disadvantaged gap – this will continue into 2019/20	£18,378

## 6. Planned expenditure

Academic year		2019/20			
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					
<b>i. Quality of teaching for all</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review
A. Improved progress for high attaining PP pupils	To improve progress in the high attaining PP pupils. Small group provision in Maths, English via PP G&T days.	Some of the students need targeted support to get to greater Depth. This can be done through PP G&T days.  <b><i>(Potential Gains according to EEF research + 6months early intervention)</i></b>	Track data in English and maths at 3 key points,  SLT/PLs/CLs to create sessions and provide feedback / support. Targeted G&T sessions	SLT with PP Lead	
A. Improved progress for high attaining PP pupils	Small Maths Greater Depth classes in Y5&6	To further challenge the high attaining students with a specialist member of staff  <b><i>(Potential Gains according to EEF research + 6months early intervention)</i></b>	Data collection from Lead teacher.  Track data 3 times in the year.  SLT to observe sessions	SLT and Lead PP	
B. Further improve the progress of SEND disadvantaged pupils	To ensure the SEND students have access to the curriculum and support in lessons through differentiation and Quality First Teaching.	We want to ensure the SEND students are able to access the curriculum in main lessons with the support from Class teacher and TA where applicable.	Engage with parents and pupils before intervention begins to address any concerns.  Track data in English and maths at 3 key points,	Assistant Head, SEND. PP Lead	
C. Improved performance for PP pupils	Data Manager and Staff tracking students with a more focussed rational.	To ensure that all PP students (especially PP High attaining boys) are effectively tracked to ensure that the correct interventions are matched to each PP student.	Data manager to work closely with SLT and PP lead to ensure all data is moderated and accurate. New Data package DC pro.	SLT and PP lead	Data collection points.

C. Improved performance for PP pupils	Pupil Reviews to ensure the PP pupils are making progress	Sharing good practice with staff and from MAT, ensure effective delivery and PP students are planned for.	Reports written after each review with support given to make improvements if necessary.	Head, Deputy Head CLs	
C. Improved performance for PP pupils	CPD & staff training on required areas  Effect feedback to students	We want to offer high quality teaching to all these pupils to drive up results. CPD courses to be selected, which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and MAT support.  <i>(Potential Gains according to EEF research + 9 Months Effective feedback)</i>	Courses selected using evidence of effectiveness, cover staff organised well in advance. Peer observation of attendees' classes after the course, to embed learning (no assessment).	SLT	CPD & staff training
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you review</b>
B. Further improve the progress of SEND disadvantaged pupils	Weekly interventions, pupils with TA. Revision guides, workbooks and other relevant revision materials given to PP students.  1hr interventions and Assembly interventions.	We want to provide extra support to maintain progress. Small group interventions with highly qualified staff are known to be effective.  <i>(Potential Gains according to EEF research + 6months early intervention)</i>	Engage with parents and pupils before intervention begins to address any concerns.  Track data in English and maths at 3 key points,	Assistant Head SEND. PP Lead	

<p>B. Further improve the progress of SEND disadvantaged pupils And C. Improved performance for PP pupils</p>	<p>An effective and seamless transition programme to support disadvantaged pupils as they move from first school. To meet the PP students from Y4 and give books and reading challenge for the summer to complete</p>	<p>To meet the pupils early before entering Y5 and get levels from previous school to support them in Y5.  Sharing informing from first Schools  Development of bespoke transition programme for individual students at all transition points.  Collation of attendance and progress Personal contact with appropriate personnel from First schools</p>	<p>Liaise with Y5 Leader and 3 main feeder schools to meet the students. Meet again at the start of Y5.</p>	<p>PP Lead and Y5 PL.</p>	
<p>C. Improved performance for PP pupils</p>	<p>Peer mentoring from Y8 students, going into Y5&amp;6 lessons to work with PP students.</p>	<p>The EEF show that peer tutoring is a highly effective tool in having an impact on learning. <b><i>(Potential Gains according to EEF research + 6months Peer Tutoring)</i></b></p>	<p>Work with Maths and English Staff with KS2 staff to co-ordinate when these sessions will happen to increase the impact of</p>	<p>CLs, PP lead, SLT.</p>	
<p>C. Improved performance for PP pupils</p>	<p>Boosters for PP students. Student given additional support through this in all SATS subjects.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective.  <b><i>(Potential Gains according to EEF research + 6months early intervention)</i></b></p>	<p>Engage with parents and pupils before intervention begins to address any concerns.  Track data in all subjects at 3 key points,  PLs to observe sessions and provide feedback /</p>	<p>Year 6 PL, PP Lead</p>	
<p>D. Development of aspirations for disadvantaged pupils – cultural capital opportunities</p>	<p>All students have the aspirations and belief they can achieve anything.</p>	<p>To create a positive ‘Growth’ mind set in students and that they can achieve more than they think. A whole school approach to challenge student when “they can’t do it”.  Done through PSHE, assemblies. Further development of Cultural Capital opportunities in Schemes of Learning to enhance motivation and engagement of Pupil Premium pupils across the curriculum,</p>	<p>Track student’s perceptions of themselves and how they view what they can achieve. Student voice.</p>	<p>All staff.</p>	

**Total budgeted cost**

**iii. Other approaches**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review
Leadership	To have a lead member of staff in post to collect information so that all PP students are accounted for and supported.	To collect information and account for all PP students and the provision they have.	Report back to Head teacher, Staff, CLs, PLs, Governors.	PP Lead	
E. To improve the attendance of all disadvantaged pupils – especially p/a pupils	PP students attendance improves	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p><b><i>(Potential Gains according to EEF research + 3months parental involvement)</i></b></p>	<p>KB to continue to run attendance clinics.</p> <p>Thorough briefing about existing absence issues.</p> <p>Attendance and progress discussed at least fortnightly with, SLT PP Lead, PLs and CLs.</p> <p>Letters about attendance to parents / guardians.</p> <p>Office to ensure First day response provision</p>	SLT, Attend,	
<b>Total budgeted cost</b>					