



Walkwood
Church of England  Middle School

Pupil Premium Strategy Statement

“In a large house there are utensils not only of gold and silver but also of wood and clay, some for special use, some for ordinary. All who cleanse themselves . . . will become special utensils, dedicated and useful to the owner of the house, ready for every good work.”

2 Timothy 2: 20-21

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012



1. Summary Information

Academic Year	2017/18	Total PP Budget	£120,890.00	Date of most recent PP review	n / a
Total Number of Pupils	641	Number of pupils eligible for PP	105		Termly

2. Current attainment / progress on exit

	Attainment/progress on exit for pupils eligible for PP at Walkwood Church of England Middle School	National attainment for pupils not eligible for PP <i>(GL Assessment used to provide national figure as no national average available from DfE for Year 8)</i>
% of pupils making expected progress on exit	Maths 89	n/a
	Writing 83	n/a
	Reading 89	n/a
% of pupils attaining Age related expectations on exit	Maths 69	77
	Reading 73	77
	Writing 73	77



1. Barriers to future attainment (for pupils eligible for PP including high ability)

In school barriers (issues to be addressed in school, such as poor literacy skills)

- A. Literacy skills entering Year 5 are lower for pupils eligible for PP than for other pupils, which prevents them making good progress in Year 7
- B. Numeracy skills entering Year 5 are lower for pupils eligible for PP than for other pupils, which prevents them making good progress in Year 7
- C. Identified SEND for a significant proportion of PP students affects their academic progress
- D. Rates of completion of homework to extend learning are lower for PP pupils

External barriers (issues which also require action outside school, such as low attendance rates)

- D. Attendance rates for pupils eligible for PP are lower than the school target of 95%. This reduces their school hours and causes them to fall behind on average

2. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Promote levels of progress in English for pupils eligible for PP. Improved levels of progress will be seen in both SATs results and in GL assessment data from entry to exit.	There will be evidence used in school data drops across the academic terms and progress made in Accelerated Reader assessments.
B	Promote levels of progress in maths for pupils eligible for PP. Improved levels of progress will be seen in both SATs results and in GL assessment data from entry to exit.	This will be evidenced in school data drops across the academic terms and in GL assessments from the start to the end of the academic year.
C	Promote pedagogical approaches that support the learning needs for PP pupils (who are also SEND)	A higher proportion of PP pupils who are also SEND will make expected progress. Evidence of success will be seen in academic attainment and progress. Improvements in classroom pedagogy will be seen in learning walks, book scrutinies, and learning walks.
D	Promote attendance at homework club and remove barriers for completion with regard to ICT and materials	Pupils will attend homework club and receive less demerits for non completion. Barriers to completion of homework will be removed.
E	Promote levels of attendance for pupils eligible for PP across the school.	Reduce the percentage of PA students to 5% or below. Overall attendance among pupils eligible for PP improves in line with whole school target figures achieved through greater working relationships with parents and the use of attendance clinics on a half termly basis.



3. Planned Expenditure

Academic Year 2017-2018

i. Quality First Teaching for all – how the pupil premium is being used to improve classroom pedagogy and provided targeted support and support whole school strategies.

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?
A. Improved literacy and numeracy progress	English, Maths and SEND department supported by SLE from local outstanding middle school	See barriers A & B	Pupil pursuits Book scrutinies Learning Walks	RPe/MJo/LCu	Termly via school reports from supporting schools
A. Improved literacy and numeracy progress	'Raising achievement Team' to support progress of identified PP students	See barriers A & B	RAP data every half – term. Case studies of identified students. Feedback from Progress Leaders	RPe/LCu RAT leads from each college PP co-ordinator PP champions	Termly via data
A. Improved literacy and numeracy progress	First cohort of teaching staff (7) to complete the Outstanding Teachers' Diploma led by Education 101, focussing on differentiation and effective questioning	See evidence A & B.	Individualised coaching of teachers Pupil pursuits Book scrutinies Learning Walks	DTi	February 2018
Planned expenditure					£25,500

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?
To identify PP students in need of additional SEMH support to	THRIVE programme to be implemented in school to support the SEMH and	See barrier C	Progress data Attainment data Parental consultation	RPe/SWe/SWa/ TGr/LSt/LWo	Termly via PP team meetings



improve attendance and remove barriers to learning and thus, improve attainment	attendance needs of PP pupils		Pupil voice E- praise generation of rewards		
To identify PP/SEND students in need of additional support to meet high level and long terms needs in Year 5	Recruitment of two HLTA 'Pupil Premium' champions	See barrier C	Reduction in exclusions and detentions Improved attendance Attainment and levels of progress to match or better those of the non PP cohort	RPe/SWe/SWa	Termly via PP team meetings
To improve the completion rates of homework for PP pupils in order to extend learning opportunities	Additional TA support in Homework club to assist with homework	See barrier D	Pupil pursuits Book scrutinies Learning Walks Improved progress and attainment	SWe/RPe/LCu/MJo/ RAT College Leaders Pupil Premium Champions	In line with RAT meetings – at least once a term.
To diminish the difference at KS2 in Maths and English for identified pupils	Kip McGrath scholarship	See barriers A & B EEF evidence suggests that 1-1 tuition can accelerate learning by up to 5 months	Bespoke programme of 10 lessons tailored in line with learning needs between school and Kip McGrath centre. Attainment results will demonstrate impact.	LCu/MJo	Data tracking of attainment and progress Pupil voice Parental feedback
Revision Guides for SATs	Key Stage 2 Revision guides in English and Maths provided for all PP pupils in Year 6 to support them with their learning.	See barriers A & B	Progress data Attainment data Pupil voice Parental feedback	MJo/LCu	In line with RAT meetings – at least once a term.
JASS project – KS3 targeted pupils (forerunner to Duke of Edinburgh)	An accredited extra-curricular programme that matches our values and vision in terms of work in the community, outdoor activities and pursuit of personal excellence	See barriers A, B and C EEF research demonstrates that 'adventure learning' has positive benefits for self-confidence which is translated into academic learning making an	Progress data Attainment data Pupil voice Parental feedback	RPe/SWa/TTo/LWo	Termly via PP team meetings



		additional 3 months progress			
Woodfield House targeted Year 5 programme	A communication and interaction programme that matches our values and vision in terms of work in the community, outdoor activities and pursuit of personal excellence	See barriers A, B and C EEF research demonstrates that 'adventure learning' has positive benefits for self-confidence which is translated into academic learning making an additional 3 months progress	Progress data Attainment data Pupil voice Parental feedback	RPe/SWa/TGr/LWo	Termly via PP team meetings
				Planned expenditure	£38,990.00

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?
PP pupils are supported effectively in order to access learning and improve attendance	Pastoral Managers to be employed for every College (non teaching staff)	See barrier D EEF suggests that increasing parental involvement in both primary and secondary schools had, on average a 2-3 month positive impact	Pupil voice Parental consultation Attendance data E-praise Case studies	SWe/RPe and College Leaders	Termly
Increased attendance rates	Attendance Lead to monitor pupils and follow up quickly on absence College Leaders and Assistant Principal i/c Engagement to target persistent absentees	Pupils' attainment cannot improve if they are not in school.	Attendance clinics to run every half-term. Mentors assigned to support persistent absentees.	Attendance Lead and Assistant Head i/c Parental engagement	Analysis of attendance every half term
Uniform and equipment grants	PP students entitled to help with uniform and stationary– a key factor in	All students are able to fully take part in school life and access the wide	Analysis of uniform and equipment checks demonstrates that PP	Assistant Head i/c Parental engagement,	Termly



	ensuring that all children feel equal and part of the school.	variety of learning activities	pupils are fully equipped to access learning	College Leaders and Pastoral Managers	
Music lessons grant	PP students can access music instrument and voice tuition, sit external exams, and have access to practice equipment at home.	All students are able to fully take part in school life and access the wide variety of learning activities	Analysis of tuition and exam access indicates that PP students are receiving the same entitlement as non PP	Head of Music	Termly
Extra curricular trips grant	25% of Year group trip paid to allow for promotion of social inclusion	All students are able to fully take part in school life and access the wide variety of learning activities	Analysis of attendance at clubs and trips indicates that PP students are attending at the same rate as non PP	Assistant Head i/c Parental engagement, College Leaders and Pastoral Managers	Termly
Boys 2 Men	To raise the aspiration of low achieving PP boys. To build their self esteem in order to access their learning	Fathers to be supporting their sons and building relationships. Fathers to become engaged in sons learning at school.	Analysis of attendance Analysis of engagement post programme	Assistant Head i/c Parental engagement	Summer Term 2, following programme
Life Skills Curriculum	An 8 week course that allows PP to build self-esteem and enable them to manage their behaviour inside and outside the classroom. To practise functional maths and literacy in real life situations	PP students are able to use practical life skills and see how their learning can be applied in real life situation	Decrease in behaviour incidents Evidence of use of functional skills being applied in literacy and numeracy across the curriculum	RPe/SWe/TGr	Termly
Planned expenditure					£56,400





Review of expenditure

Academic Year 2016 - 2017

i. Quality First Teaching for All

Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
Improve attainment and progress for disadvantaged pupils across the curriculum	<p>To provide a broad and balanced curriculum for all. Examples of which include:</p> <ul style="list-style-type: none"> • Gifted and Talented Days • Deep Days • Vocalize • Music Tuition • Sport Safe • Poetry Slam • Young Shakespeare Company • Cheerleading • Achievement Incentives • Achievement for All • ICT software • Professional services (LST and MET) 	<p>High: Our broad and balanced curriculum ensures that our entry to exit data according to national benchmarked data demonstrates that PP students make above expected progress.</p>	<p>To continue with this approach, ensuring that interventions are put into place swiftly for students who present in Year 5 with multi-faceted disadvantage.</p> <p>To work closely with our feeder High Schools and ensure that there is seamless learning</p>	£27,631.36

ii. Targeted support

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Improve attainment and progress for disadvantaged pupils in English and Maths at KS2	<p>Increased TA support within lessons and to include:</p> <ul style="list-style-type: none"> • Homework Club • Fresh Start • Handwriting • Third Space Learning • Numicon • Laptops 	<p>Mixed: Targeted students made expected progress except where either attendance impacted on attainment or previous identified SEND demonstrated this.</p>	<p>To work closely with feeder first school with regard to SEND and PP</p> <p>Targeted interventions to be during VT time (where appropriate) and with HLTA support.</p>	£54,165.79



	<ul style="list-style-type: none"> Taxis from after school interventions No nonsense spelling 		Further focus on PP attendance is required to ensure continuity of access to the curriculum	
iii. Other approaches				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
To remove barriers to attendance in school and promote the attendance of extra curricular activities	<ul style="list-style-type: none"> Funding of uniform Transport to engage with parents Funding of enrichment activities 	<p>Mixed:</p> <p>Barriers to attendance removed by providing uniform and equipment.</p> <p>All PP students have had access to extra curricular trips</p> <p>However, access to and engagement with, external support providers to manage long term issues has been limited.</p>	<p>Individual transition approaches have been more successful overall but have required greater time and thus more cost</p> <p>SEMH needs amongst PP pupils continue to require additional funding and time allocation</p>	£38,672.22