



Walkwood
Church of England  Middle School

Pupil Premium Strategy Statement

2020-21

“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*



Summary Information					
Academic Year	2020/21	Total PP Budget	£ 137,260	Date of most recent PP review	Summer 2021
Total Number of Pupils	665	Number of pupils eligible for PP	128		Termly

Current attainment/progress on exit							
Ks2 Subject	Expected Standard	Whole Cohort	Non-Pupil Premium	Pupil Premium		Attainment/progress on exit for pupils eligible for PP at Walkwood Church of England Middle School	National attainment for pupils not eligible for PP (GL Assessment used to provide national figure as no national average available from DfE for Year 8)
Maths	School	59%	51%	36%	% of pupils making expected progress on exit	Maths 100% (Aut)	n/a
	National	79%				Writing 92% (Spr)	n/a
Reading	School	80%	63%	47%	% of pupils attaining Age related expectations on exit	Reading 84% (Spr)	n/a
	National	73%				Maths 30% (Aut)	77
Writing	School	44%	44%	22%		Reading 30% (Spr)	77
	National	78%				Writing 33% (Spr)	77
SPaG	School	78%	62%	53%			
	National	78%					

Figures based on March practise SATs assessment

National figure based on 2018-19 academic year due to no SATs undertaken in 2020

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/achieving ARE
B.	Numeracy skills entering Year 5 are lower for pupils eligible for PP than for other pupils, which prevents them making good progress/achieving ARE
C.	Identified SEND for a significant proportion of PP students affects their academic progress/attainment
D.	CO-VID 19 impact on academic progress and disadvantaged learners not able to access home learning effectively.

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

E.	Attendance rates for pupils eligible for PP are lower than the school target of 95.6%. This reduces their school hours and causes them to fall behind on average
F.	SEMH of pupils eligible for PP is lower and therefore provides a barrier towards accessing the curriculum fully, reduces attendance and affects progress
G.	Parental engagement is lower in pupils eligible for PP which impacts parents evenings, homework completion rates and engagement in workshops.
H.	CO-VID 19 impact on PP students in terms of mental health and well-being impacts

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	PP pupils to have access to educational resources and support in accessing learning. Additional tuition and academic support and resources to be available to students to ensure we are diminishing the difference. Ensure Audits and baselines on students are completed and reviewed	PP pupils will show progress in line with their non PP peers. A higher proportion of PP pupils accessing and completing home learning.
E	Promote levels of attendance for pupils eligible for PP across the school.	Reduce the percentage of PP 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. Colleges to focus on PP attendance as priority.
F	Promote levels of self-esteem and SEMH amongst PP students across the school	Highlight PP pupils with pastoral care teams and prioritise referrals for these pupils where necessary. SEMH support groups to run within school to focus on PP pupils and removing barrier to learning. Attendance will improve. Less pastoral support will then be needed for PP pupils
G	Promote parental engagement and effectiveness of out of school links	Prioritise homework club for PP pupils to ensure they can complete this and homework completion rates to improve. Higher rate of PP parents in attendance at school info evenings and parents evenings. Specific parent PP focus sessions to run each term to each to cover a area of how they can support their pupils.
H	Ensure audit of pastoral needs of all PP pupils as part of CO-VID 19 recovery package. Needs to be addressed through additional support to parents, families and pupils both inside and outside of school. These will include mental health and well-being support, food parcel support, counselling, etc.	Prioritise response towards PP and other vulnerable cohorts within school. Work effectively with outside agencies and the pastoral care team in school.



CO-VID 19 RECOVERY PACKAGE

Costs and actions to be incorporated into the 3 sub-sections of planned expenditure.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	PP sub-section affiliated with?	When will you review implementation?
PP pupils to be able to access home learning and educational resources/support effectively should the need arise	Communication with parents. Audit of pupil needs Ensuring we supply educational resources such as laptops, revision books, reading materials, access to a teacher for support (online or 1-2-1)	See barrier D The widening gap in attainment with disadvantaged pupils	Audit of needs SEN needs review Baseline of attainments Assessment of needs should self-isolation be needed.	SWe/TTO/GMck/LMO LCu/MJo	Academic	Half termly
Academic progress to continue to be in line with whole cohort Diminish the difference	Ensure access to additional support, differentiated home-learning material, 1-2-1 tuition, teaching time. Employment of intervention teacher	See barrier D	Audit of needs SEN needs review Data harvests and analysis termly	SWe/TTO/GMck/LMO LCu/MJo	Academic	Half termly
Support Pupils mental health and Well-being following CO-VID19	Outside agencies, support networks to support different areas with group work, online support, counselling etc. Additional pastoral support. Employment of	See barrier F&H Edukey concerns are mainly surrounding this.	Reviewed regularly, edukey logs used to monitor and update, liaison with outside agencies and support groups tracking impact.	SWe/TTO/GMck/LMO	Engagement	fortnightly



	intervention teacher to run sessions. Family support . Booking in house training and group sessions for identified pupils and needs					
Family supported in returning to 'new normal' following COVID 19	Outside agencies, support networks to support different areas with group work, online support, counselling etc. Additional pastoral support Family support, Food parcels and support, advice to families and support helpline set up.	See barrier F & H	Reviewed regularly, edukey logs used to monitor and update, liaison with outside agencies and families.	SWe/TTO/GMck/LMO	Engagement	Half Termly
Transitioning smoothly and reintegration back into school life	Additional pastoral support, increased communication with parents, transition visits, anxiety workshops	See barrier F & H	Reviewed regularly, parents evenings to discuss this, monitoring through pastoral team.	SWe/TTO/GMck/LMO	Engagement	Half Termly

This CO-VID 19 recovery package will run alongside the wider Pupil Premium Strategy which in part is carried over from the last academic year.

Planned Expenditure

Academic Year 2020-21

i. ACADEMIC

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?
Improved literacy and numeracy progress	English and Maths departments to share good practise. Liaise with first schools and other middle schools to look at embedding and improving practise	See barriers A & B	Pupil pursuits Book scrutinies Learning Walks	MJo/LCu	Termly via CPD calendar and data/learning walks
	'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	LCu RAT leads from each college TTO	Termly via data
	Subject specific targeted interventions to be implemented. Concise aims and reviewing process to ensure effectiveness	See evidence A & B.	Intervention log/timetable Pupil pursuits Book scrutinies Learning Walks Data from assessment points of pupils receiving intervention	MJo/LCu/TTo	Termly at data harvest points



	Cross curricular literacy and Numeracy links to be evident in SOW and delivered competently and regularly	See evidence A & B.	SOW's Learning walks Book looks Peer reviews	All HOD's	Termly
To diminish the difference at KS2 in Maths and English for identified pupils	Kip McGrath scholarship and explore learning.	See all barriers evidence suggests that 1-1 tuition can accelerate learning by up to 5 months	Bespoke programmes of learning for pupils based on need Attainment results will demonstrate impact.	LCu/MJo TTO/SWE	Data tracking of attainment and progress Pupil voice Parental feedback
Targeted subject specific interventions	Subject specialist TA's to work within subject departments and undertake targeted intervention with specific groups to accelerate learning	See barriers A-D	Progress data Attainment data Pupil voice	MJO/LCU TTO	Data tracking of attainment and progress Staff feedback at CPD meetings
				Planned expenditure	£30, 000



ii. **ENGAGEMENT**

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 improve attendance and remove barriers to learning and thus, improve attainment	Programmes to be implemented in school to support the SEMH and attendance needs of PP pupils. Attachments aware team and training to be implemented. Outside support bought in to work with identified groups and needs	See barrier C & F & H	Progress data Attainment data Parental consultation Pupil voice E- praise generation of rewards	TTO/SWE/LMO/GMcK	Termly via PP team meetings
To improve the completion rates of homework/ home learning for PP pupils in order to extend learning opportunities	Additional TA support in Homework club to assist with homework and a more structured approach. Educational resources available, additional tutoring. Adaption of tasks to needs of pupils,	See barrier D & F	Pupil pursuits Book scrutinies Learning Walks Improved progress and attainment	TTO/SWE/LCu/MJo/ RAT College Leaders	In line with RAT meetings – at least once a term.
SLA with Forge and Beacon support	Training for staff and outreach support for pupils	See barriers E, F and G. Intense 12 week programmes of outreach support can change a pupils attitude and approach to learning and give insight into their needs which can then be put into action within QFT.	Pastoral meetings Referrals to be made effectively. Relationships with pupils and parents to be fostered	SWE/College Leaders/TTO	Termly via PP team meetings



Life Skills Curriculum	bespoke 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	See all barriers 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	TTO/SWe/TGr	Termly
Nuture groups, games clubs and breakfast clubs	Weekly groups to aid attendance at school, engagement of pupils, development of SEMH, self esteem etc.	See all barriers PP pupils will develop friendships, self esteem, be able to get breakfast and learn how to better socialise with others.	Decrease in PA attendance rates Improvement in self esteem and SEMH of pupils	TTo/SWE/TGR	Termly
Attachment aware school kitemark	Training for staff and development of effective lead attachment team to support the SEMH of pupils effectively	See barriers E-H. 'When the adults change everything changes' philosophy of understand how SEMH impacts on a pupils ability to learn and breaking down barriers effectively.	Progress data Attainment data Pupil voice Parental feedback	SWE/TTO/DTI/Lead attachment team	Termly via PP team meetings
Develop outside spaces throughout school for additional outdoor learning, group support sessions, outside agency use.	Use of space to enable outside learning, development of space for nurture groups, well-being interventions, safe spaces etc	See barriers D-H	Pupil voice Feedback from outside agencies	TTO/SWE/GMck	End of academic year
				Planned expenditure	£40,000



iii. **REACTIONARY**

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?
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	See barrier E 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 SWE TTO	Analysis of attendance every half term
Uniform and equipment grants	PP students entitled to help with uniform and stationary– a key factor in ensuring that all children feel equal and part of the school.	See barrier E & F All students are able to fully take part in school life and access the wide variety of learning activities	Analysis of uniform and equipment checks demonstrates that PP pupils are fully equipped to access learning	SWE/TTO College Leaders and Pastoral Managers	Termly
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 TTo	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	TTo/SWE, College Leaders and Pastoral Managers	Termly
				Planned expenditure	£20,000



Review of expenditure

Academic Year 2019 - 2020

The ability to evaluate the expenditure and impact of actions for 2019-20 is limited due to the Coronavirus outbreak and lockdown. Many funds needed to be reallocated to ensure our CO-Vid 19 response package could be enacted and children and families supported through this pandemic. As a result many of the actions are being carried over into the academic year 2020-21 with the actions and their impact being reviewed at the end of 2021 reflecting the prior academic year also. Below is progress information and review until March 2020.

i. Quality First Teaching for All

Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
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Improve attainment and progress for disadvantaged pupils across the curriculum	To provide a broad and balanced curriculum for all. Examples of which include: <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) 	Mixed: 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.	To continue with this approach, ensuring that interventions are put into place swiftly for students who present in Year 5 with multi-faceted disadvantage. To work closely with our feeder High Schools and ensure that there is seamless learning	
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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	Increased TA support within lessons and to include: <ul style="list-style-type: none"> • Homework Club • Fresh Start • Handwriting • Third Space Learning • Numicon • Laptops 	Mixed: Targeted students made expected progress except where either attendance impacted on attainment or previous identified SEND demonstrated this.	To work closely with feeder first school with regard to SEND and PP Targeted interventions to be during VT time (where appropriate) and with HLTA support.	



	<ul style="list-style-type: none"> • Small group interventions by TA/HLTA • SATs revision guides • Taxis from after school interventions • No nonsense spelling 			
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: Barriers to attendance removed by providing uniform and equipment.</p> <p>All PP students have had access to extra curricular clubs/ 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> <p>Further focus on PP attendance is required to ensure continuity of access to the curriculum</p>	
To develop pupils SEMH to remove barriers for them accessing the curriculum effectively	<ul style="list-style-type: none"> • SLA's with external agencies eg Forge/Beacon for outreach work • Reach4 Wellbeing and follow up pastoral care work • Games clubs • Use of PM's to offer more nurture support. • Nurture interventions 	<p>Mixed: PP pupils receiving effective pastoral care support.</p> <p>Greater engagement with parents required.</p> <p>However, access to and engagement with, external support providers to manage long term issues has been</p>	<p>SEMH needs amongst PP pupils continue to require additional funding and time allocation</p> <p>Further focus on PP attendance is required to ensure continuity of access to the curriculum</p> <p>External agency links to be more effectively imbedded into current practise.</p>	



		limited – this is to be worked on moving forward.		
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