



Walkwood
Church of England  Middle School

Pupil Premium Strategy Statement

“My hand has found, like a nest, the wealth of the peoples; and as one gathers eggs that have been forsaken, so I have gathered all the earth.”

Isaiah 10: 14

“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.”

Valuing All God’s Children, Church of England, 2014

“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	2019/20	Total pupil premium Budget	£ 135 025	Date of most recent pupil premium review	n / a
Total Number of Pupils	672	Number of pupils eligible for pupil premium	123		Termly

Current attainment / progress on exit										
KS2 Subject	Expected Standard	Whole Cohort	Non-Pupil Premium	Pupil Premium		Entry → exit (Y5→Y8)	Progress made	Whole Cohort	Non-Pupil Premium	Pupil Premium
Maths	School	66%	72%	42%		Maths	Expected	97%	98%	97%
	National	79%					Exceeded	71%	71%	69%
Reading	School	66%	70%	53%		Reading	Expected	93%	95%	83%
	National	73%					Exceeded	55%	56%	52%
Writing	School	57%	60%	47%		Writing	Expected	87%	83%	100%
	National	78%					Exceeded	97%	95%	100%
SPaG	School	73%	79%	50%						
	National	78%								

	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 97%	n/a
	Writing 100%	n/a
	Reading 83%	n/a
% of pupils attaining Age related expectations on exit	Maths 45%	77
	Reading 56%	77
	Writing 53%	77



1. Barriers to future attainment (for pupils eligible for pupil premium 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 pupil premium than for other pupils, which prevents them making good progress/achieving age related expectations
B.	Numeracy skills entering Year 5 are lower for pupils eligible for pupil premium than for other pupils, which prevents them making good progress/achieving age related expectations
C.	Identified SEND for a significant proportion of pupil premium pupils affects their academic progress/attainment

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

D.	Attendance rates for pupils eligible for pupil premium are lower than the school target of 95.6%. This reduces their school hours and causes them to fall behind on average
E.	social, emotional and mental health of pupils eligible for pupil premium is lower and therefore provides a barrier towards accessing the curriculum fully, reduces attendance and affects progress
F.	Parental engagement is lower in pupils eligible for pupil premium which impacts parents' evenings, homework completion rates and parental engagement in workshops.



2. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Promote levels of progress in English for pupils eligible for pupil premium. Improved levels of progress will be seen in SATs results and maintained in GL Assessment data from entry to exit.	There will be evidence used in school data drops across the academic terms, progress made in Accelerated Reader, and measures from GL Assessments.
B	Promote levels of progress in maths for pupils eligible for pupil premium. Improved levels of progress will be seen in SATs results and maintained in GL Assessment data from entry to exit.	This will be evidenced in school data harvests 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 pupil premium pupils (who are also SEND)	A higher proportion of pupil premium 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 levels of attendance for pupils eligible for pupil premium across the school.	Reduce the percentage of pupil premium persistent absentees to 5% or below. Overall attendance among pupils eligible for pupil premium 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 pupil premium attendance as priority.
E	Promote levels of self-esteem and social, emotional and mental health amongst pupil premium pupils across the school	Highlight pupil premium pupils with pastoral care teams and prioritise referrals for these pupils where necessary. Social, emotional and mental health support groups to run within school to focus on pupil premium pupils and removing barrier to learning. Attendance will improve. Less pastoral support will then be needed for pupil premium pupils
F	Promote parental engagement and effectiveness of out of school links	Prioritise homework club for pupil premium pupils to ensure they can complete this and homework completion rates to improve. Higher rate of pupil premium parents in attendance at school info evenings and parents' evenings. Specific parent pupil premium focus sessions to run each term to each to cover an area of how they can support their pupils.



3. Planned Expenditure

Academic Year 2019-20

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.*

Objective	Specific actions	Rationale	Evidence	Staff lead	Review timescale
A. 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
A. Improved literacy and numeracy progress	‘Raising achievement Team’ to support progress of identified pupil premium pupils	See barriers A & B	RAP data every half – term. Case studies of identified pupils. Feedback from Progress Leaders	LCu Raising Achievement Team TTo	Termly via data
A. Improved literacy and numeracy progress	Subject specific targeted interventions to be implemented.	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



A. Improved literacy and numeracy progress	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 Heads of Department	Termly
				Planned expenditure	£32,000



ii. Targeted support.

Objective	Specific actions	Rationale	Evidence	Staff lead	Review timescale
To identify pupil premium pupils in need of additional social, emotional and mental health support to improve attendance and remove barriers to learning and thus, improve attainment	The THRIVE programme is focused within school to support the social, emotional and mental health and attendance needs of pupil premium pupils. Attachment Aware team and training continues.	See barrier C	Progress data Attainment data Parental consultation Pupil voice E- praise generation of rewards	TTo/SWe/TGr	Termly via pupil premium team meetings
To identify pupil premium/SEND pupils in need of additional support to meet high level and long terms needs in Year 5	Appoint a pupil premium champion from teaching assistants to work with pupils with both pupil premium and SEND needs	See barrier C	Reduction in exclusions and detentions Improved attendance Attainment and levels of progress to match or better those of the non-pupil premium cohort	TTo/SWe	Termly via pupil premium team meetings
To improve the completion rates of homework for pupil premium pupils in order to extend learning opportunities	Additional teaching assistant support in Homework club to assist with homework and a more structured approach	See barrier F	Pupil pursuits Book scrutinies Learning Walks Improved progress and attainment	TTO/SWE/LCu/MJo/ RAT College Leaders	In line with Raising Achievement Team meetings.
To diminish the difference at KS2 in Maths and English for identified pupils	Kip McGrath tutoring; Explore Learning; Genie Tutors	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 pupil premium 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 Raising Achievement Team meetings.
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 & B	Progress data Attainment data Pupil voice	MJo/LCu TGr TTo	Data tracking of attainment and progress Staff feedback at CPD meetings
Attachment Aware school kitemark	Continued training for staff and embedding of Attachment Team to support the social, emotional and mental health of pupils effectively	See barriers D, E and F. 'When the adults change everything changes' philosophy of understand how social, emotional and mental health 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 pupil premium team meetings
				Planned expenditure	£41,900



iii. Other approaches

Objective	Specific actions	Rationale	Evidence	Staff lead	Review timescale
pupil premium pupils are supported effectively in order to access learning and improve attendance	Pastoral Managers (non teaching staff) are employed for every College	See barrier D Education Endowment Foundation research 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/TTo 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	See barrier D 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	Analysis of attendance every half term
Uniform and equipment grants	pupil premium pupils 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 pupils 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 pupil premium pupils are fully equipped to access learning	SWe/TTo College Leaders and Pastoral Managers	Termly
Music lessons grant	pupil premium pupils can access music instrument and voice tuition, sit external exams, and have access to practice equipment at home.	All pupils 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 pupil premium pupils are receiving the same entitlement as non pupil premium	Head of Music	Termly



Extra curricular trips grant	25% of Year group trip paid to allow for promotion of social inclusion	All pupils 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 pupil premium pupils are attending at the same rate as non pupil premium	TTo/SWE, College Leaders and Pastoral Managers	Termly
SLA with Forge and Beacon support	Training for staff and outreach support for pupils	See barriers D, E and F. 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 pupil premium team meetings
Life Skills Curriculum	An 8 week course that allows pupil premium 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 pupil premium pupils 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 social, emotional and mental health, self-esteem etc.	See all barriers pupil premium 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 social, emotional and mental health of pupils	TTo/SWE/TGR	Termly



Parent/carer engagement	Focused and timely conversations by school staff with parent or carer	See barrier F To encourage parental engagement whilst informing on relevant areas of support such as how to improve attendance, how to support SATs prep. etc	Pupil premium parents' attendance at school events to increase; parents to feel supported (parent voice)	TTo/SWe	Termly
				Planned expenditure	£57,500



Review of expenditure

Academic Year 2018 - 2019

i. Quality First Teaching for All

Desired Outcome	Chosen action/approach	Impact	Reflections upon practice	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 pupil premium pupils make above expected progress.</p>	<p>To continue with this approach, ensuring that interventions are put into place swiftly for pupils 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>	£26,982.56



ii. Targeted support				
Desired outcome	Chosen action/approach	Impact	Reflections upon practice	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 • Small group interventions by TA/HLTA • SATs revision guides • Taxis from after school interventions • No nonsense spelling 	<p>Mixed: Targeted pupils 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 pupil premium</p> <p>Targeted interventions to be during VT time (where appropriate) and with HLTA support.</p>	£57,649.63
iii. Other approaches				
Desired outcome	Chosen action/approach	Impact	Reflections upon practice	Cost
To remove barriers to attendance in school and promote the attendance of extra curricular activities	<p>Funding of uniform</p> <p>Transport to engage with parents</p> <p>Funding of enrichment activities</p>	<p>Mixed: Barriers to attendance removed by providing uniform and equipment.</p> <p>All pupil premium pupils have had access to extra curricular trips</p> <p>However, access to and engagement with, external support</p>	<p>Individual transition approaches have been more successful overall but have required greater time and thus more cost</p> <p>social, emotional and mental health needs amongst pupil premium pupils continue to require additional funding and time allocation</p>	£33,436.74



		providers to manage long term issues has been limited.	Further focus on pupil premium attendance is required to ensure continuity of access to the curriculum	
To develop pupils social, emotional and mental health to remove barriers for them accessing the curriculum effectively	SLA's with external agencies eg Forge/Beacon for outreach work Reach4 Wellbeing and follow up pastoral care work Games clubs Woodfield House social, emotional and mental health adventure initiative	Mixed: pupil premium pupils receiving effective pastoral care support. Greater engagement with parents required. Woodfield house expensive – could we look into doing something with a similar remit in house. However, access to and engagement with, external support providers to manage long term issues has been limited – this is to be worked on moving forward.	Social, emotional and mental health needs amongst pupil premium pupils continue to require additional funding and time allocation Further focus on pupil premium attendance is required to ensure continuity of access to the curriculum External agency links to be more effectively imbedded into current practise.	£21, 602.32

