

# St. John's Middle School Pupil Premium Strategy Statement

1. Summary information					
School	St. John's Church of England Middle School Academy				
Academic Year	2018/19	Total PP budget	£134,970	Date of most recent PP review	Sept 2018
Total number of pupils	641	Number of pupils eligible for PP/Service families/LAC	117	Date for next PP Strategy Review	Termly

2. Current attainment/progress on exit		
	Progress on exit for pupils eligible for PP at St. John's Middle school	Progress on exit for Higher Attainer pupils eligible for PP at St. John's Middle school
% of pupils making expected progress on exit	Maths 92%	100%
	SpaG 88%	100%
	Reading 92%	100%.
The gap between Pupil premium and non PP was completely diminished in Maths, Reading and SpaG with a larger proportion of PP making expected progress when compared to all.		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Literacy and Numeracy skills entering Year 5 are lower for pupils eligible for PP than for other pupils – particularly in Maths

B.	A smaller number of PP children are making exceptional progress compared with non PP pupils in Reading	
C.	Understanding the importance of the completion of Homework	
D.	Lower engagement of parent's participation in child's education	
<b>External barriers</b>		
E.	Attendance rates for pupils eligible for PP are 93.08% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind.	
F.	Low parental aspirations of pupils particularly Most Able Disadvantaged hinders their progress	
<b>4. Outcomes</b>		<b>Success criteria</b>
A.	Higher levels of progress in both Reading and Writing for pupils eligible for PP	Pupil's progress will be evidenced using GL testing and Sims tracking
B.	Improved rates of progress across all years for high attaining pupils eligible for PP	Pupil's progress will be evidenced using GL testing and Sims tracking.
C.	Pupils are engaging with Homework and receiving fewer/no sanctions	Tracking of all homework set and completed tasks for all pupils using Epraise
D.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees. Overall attendance among PP pupils improves to 95% in line with 'other' pupils
E.	To encourage participation in extra-curricular aspirational activities	Monitoring participation with both pupil and staff feedback
F.	Increased attendance of parents at parents evenings and events	Improved attendance % in line with other pupils

## 5. Planned expenditure

Academic year **2018/19**

### i. Quality of teaching for all

	Cost	What is the evidence rationale for this choice?	Chosen Action/Approach	Desired outcome
<b>Reciprocal Reading and ERIC</b> (Everyone reads in class)		See barriers A & B	To use 2 afternoon registration sessions per week (25 minutes each) for in a structured intervention of questioning, clarifying, summarising and predicting techniques based on a text that children can use to improve their depth of understanding and response to what they read.  To use 3 afternoon registration sessions to promote a love of reading using ERIC	To improve pupils reading and comprehension skills  To promote a love and enjoyment of reading
<b>Revision guides</b>		See barriers B & F	Key Stage 2 Test Revision guides in English and Maths provided for all PP children in Year 6 to support them with their learning.	To support and extend pupils skills, knowledge and understanding to enhance progress and attainment.
<b>Wave one intervention strategies</b>		See barriers A & B	Lorraine Peterson – Quality First Teaching Wave 1 Intervention whole staff training. Designed to help staff understand the 21 <sup>st</sup> century child – their social, emotional and mental health needs. To help staff identify pupils not making expected progress, to put relevant interventions into classroom practice. To provide a Toolkit for staff.	To ensure expected pupil progress and to give teachers a tool kit for supporting those pupils who have not made expected progress in the classroom.

**ii. Targeted support**

		<b>What is the evidence rationale for this choice?</b>	<b>Chosen Action/Approach</b>	<b>Desired outcome</b>
<b>Mental Health Awareness Training</b>		See barrier E	Staff twilight training to help raise mental health awareness.  Pupil awareness -12 year 7 pupils will be chosen to be trained as ambassadors to help support pupils and implement training/activities to improve mental health. Chosen areas of Happiness, Coping skills and Resilience will be initial areas chosen for interventions.	To offer support to those pupils who are in need of support. To provide strategies to help pupils cope and become more resilient. To enhance learning, build positive relationships and improve attendance.
<b>Training 'Autism'</b>		See barriers E & F	Training accessed from Chadsgrove to enable staff to gain a better understanding of the behaviour of children with Autism – how to respond to them in a way that supports their emotional and social development – how this can impact on their learning capacity, self-esteem and confidence. To provide strategies to help support these children in the classroom	To identify children in need of support – improve attendance, enhance learning, build positive relationships and improve attainment.
<b>Homework support</b>		EEF suggest progress can be improved by 2-5months. See barrier C	Children invited to Breakfast club and/or after school homework club to enable staff to give help and support to pupils struggling. Communication with parents via text to convey any concerns about homework. Pupils to be issued with a homework planner to help with organisation.	Tracking of homework completion for all pupils will enable support and help to be offered. Pupil's attainment and performance will be enhanced.
<b>Sound Training and Rapid Reading plus</b>		See barriers A & B	Training accessed to enable staff to deliver the intensive programme aimed at raising literacy standards – concentrating on developing fluent decoding skills, expanding vocabulary knowledge and understanding.	To accelerate progress with sustainable improvement in literacy. Boost pupils reading age and raise academic

			Rapid Reading for those pupils who have not reached a level where they are able to access Sound training to engage those struggling and reluctant readers.	performance across the curriculum.
<b>Oracy -</b>		See barriers A & B	Staff training accessed from the Owl therapy centre on Oracy - therapy using Lego. To enable staff to help pupils develop skills in using spoken language effectively, improving thinking skills, vocabulary which will reflect in their writing.	To improve pupils oral language and listening skills
<b>Additional part time English and Maths teachers – Year 6 focus</b>		See barriers A & B	Part time English and Maths teachers employed to offer small group support to pupils achieving below expected standards.	Targeted student progress to meet age related expectations (expected standards) in Year 6 National Tests
<b>Additional part time English teacher and Maths teacher for Year 7</b>		See barriers A & B	An extra English/ Maths teacher is employed part time to work with pupils who didn't reach age related expectation in Year 6 to ensure they make at least expected progress. The member of staff will work on a 1-2-1 basis with students.	To ensure targeted students make at least expected progress.
<b>Pupil Premium Mentor</b>		See barriers C,D & F	A mentor is employed to ensure that 'life' does not get in the way of learning. This staff members is not timetabled but work in and out of classrooms supporting all students where necessary. This mentor meets half termly with curriculum and SLT members to monitor attainment of Pupil Premium students, plan interventions and focus on vulnerable learners. To attend Attainment meeting ensuring PP children access all that is available.	<ul style="list-style-type: none"> <li>• Reduction in exclusions</li> <li>• Improvement in attendance</li> <li>• Attainment and levels of progress to match those of non FSM cohort</li> </ul>

<b>Transition projects</b>			Attendance and strategy meetings to identify vulnerable pupils and parents. To provide workshops, visits, invitations to events and meetings with parents	To allay anxieties, build positive relations with pupils/parents. Ensure improved engagement and enjoyment of school leading to improved achievement
<b>Alternative Education</b>		See barriers E & F	This will be a customised learning programme designed to support the individual needs and progress of each pupil. This will be for those pupils who have found mainstream school difficult and as a result behaviour has been challenging and disruptive to other pupils.	Attendance will improve significantly with no exclusions which will in turn allow these pupils to learn and progress
<b>The Launch Pad</b>		See barriers B, E & F	The Launch Pad has been established to help identify individual learning needs and to implement personal learning plans to help pupils access the curriculum. This is for children working well below expected standards in both English and Maths.	To improve confidence and self-esteem so pupils involved realise they 'can achieve' and that they are involved in their own learning with the aim of returning to mainstream classes.
<b>Teacher for pupils with Dyslexia</b>		See barrier B	Employed to provide interventions to help and support those pupils who have been diagnosed with Dyslexia or dyslexic traits.	To ensure progress of targeted pupils, improve confidence and self-esteem

**iii. Other approaches**

		What is the evidence rationale for this choice?	Chosen Action/Approach	Desired outcome
<b>Social Inclusion Support Manager</b>		<p>EEF suggest that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>See barrier E</p>	<p>A member of non-teaching staff to work closely with the Pupil Premium mentor providing additional social and wellbeing support to PP students and their families. To be part of the PP Attendance meeting group with AE/SA/JG</p> <p>The member of staff in addition to offer a counselling service. Students are referred to the service when they are unable to access learning because of social or emotional barriers. The student or their family may be signposted to outside relevant outside agencies. To include programme aimed at reducing/managing anxieties around SAT's</p>	<ul style="list-style-type: none"> <li>• Reduction in exclusions</li> <li>• Improvement in attendance</li> </ul> <p>Attainment and levels of progress to match those of non FSM cohort</p> <p>Vulnerable students identified and offered support from counsellor with exam nerves/emotional issues/bereavement in order for them to be able to access learning and to improve attendance.</p>
<b>Free School Milk</b>			All FSM pupils to be offered low fat milk at mid-morning break.	To rehydrate students and give them an energy boost to enable pupils to access learning more readily.
<b>Breakfast Club All Year</b>		See barriers E & C	To be offered to all years to enable pupils to 'touch base' with a member of staff every morning (LL). Not only do they get a healthy breakfast but also are supported to organise themselves for the day and complete homework where necessary.	Addresses key need – students who start the day hungry are less likely to access learning. See impact statements.
<b>Children's University</b>		See barrier F	KS2 Children encouraged to join extra-curriculum clubs and take part in a graduation at the end of the Year.	To encourage participation in extra-curricular activities both in and out of school. Raise aspirations to access further education by experiencing a University setting.

<b>Jass</b>		EEF show adventure learning has positive benefits for academic learning/self-confidence can make 3 additional months progress. See barrier E & D	An accredited progressive learning programme acknowledging pupils wider achievements – 4 areas - Physical Activity, personal interest, work in Community and outdoor activity. This is to be offered to 15 pupils from KS2 and 15 from KS3.	To improve confidence and self-esteem, teamwork skills.
<b>Be You Programme</b>		EEF show adventure learning has positive benefits for academic learning/self-confidence can make 3 additional months progress. See barrier E & D	A 12 week programme (1 day per week) combining classroom and outdoor/off site visits which challenges young people to take responsibility for their own personal development.  This intervention is aimed at Key Stage 3 pupils.	To improve self-esteem, confidence, self-reliance, team work and life skills
<b>Summer School Provision</b>		See barrier F & E	To invite children to a summer school, to help disadvantaged pupils to aid transition, improve confidence and social skills. An opportunity for children to engage in activities they would not otherwise be able to access. Key English and Maths to be built into recreational activities. To encourage vertical friendships and support.  To invite older PP pupils to act as a mentor and role model to the younger children. Giving them a responsibility and promoting self-esteem.	To close the gap between PP pupils and their peers in Key areas of the curriculum. To provide a smooth transition to ensure readiness for learning
<b>Levelling Fund</b>		This is supported by outside agencies such as Survive who recommend that we take every opportunity to make students from poorer backgrounds feel a part of the School.	PP students entitled to help with uniform – a key factor in ensuring that all students feel equal and part of school. In addition PP children will be provided with free stationery equipment if they are attending lessons without the appropriate equipment, preventing them from accessing the learning. Additionally free water bottles are issued to ensure hydration throughout the day.	All students able to fully take part in School life and fully access the learning opportunities available.

<b>Extra-Curricular</b>		See barrier F	Students should be able to take part in all parts of school life – some of the Pupil Premium is spent ensuring that all students can take part in extra-curricular trips and clubs that will significantly enhance their learning and participation in school life.	Analysis of attendance at extra-curricular clubs and trips indicates that FSM students are attending at the same rate as non FSM
<b>Music Tutition</b>		See barrier F	Students should be able to take part in all parts of school life – Some of the Pupil Premium is spent ensuring PP pupils can access Music instrument tuition and sit Grading exams, raising self-esteem and aspirations awarding them credits towards University entry.	All students able to fully take part in School life and fully access the learning opportunities available.
<b>Parent meetings</b>		See barriers D&E	To invite PP pupils and parents to 'coffee mornings' to encourage parents into school and to engage them in their child's education. To provide support with Epraise, Parent mail and booking Parents evening appointments whilst also encouraging pupil participation in future activities.	Better engagement by both pupils and parents leading to improvements in attainment and attendance of pupils. Hopeful better dialogue between school and parents.

## 6. Review of expenditure

Previous Academic Year

Year 2017/2018

Total PP Budget - £143,220

### i. Quality of teaching for all

Desired Outcome	Chosen action/approach	Impact	Lessons learned	Total Cost
Improved attainment and progress of disadvantaged pupils	<p>Reciprocal Reading interventions in afternoon registration.</p> <p>KS2 issued with SAT's revision guides.</p> <p>Staff training on 'Bar modelling' to help pupils develop a greater depth of mathematical understanding in an engaging way.</p>	<p>Children were engaged in reading more and with a greater understanding of the text. There was a notable improvement in pupil's comprehension skills.</p> <p>The revision guides helped to support classwork and were popular with both pupils and parents.</p> <p>MAR filtered down training to all Maths staff and invited some students to session. Staff included in planning and lessons as appropriate. Some pupils found it useful and were able to transfer skills to problem solving. Particularly the more practical approach helped PP pupil's towards 94% reaching national expected standard in the SAT's".</p>	<p>More class sets of books would be useful as well as a variety of genres – Children's feedback on suggestions for books to be included in future. To reduce the number of sessions per week and introduce ERIC as many children enjoy having time to read their own books.</p> <p>To continue with revision guides.</p> <p>Not all children responded to this approach but it added to their toolkit of techniques. Some staff found the approach more beneficial than others.</p>	<b>£28,790</b>

**ii. Targeted support**

Desired Outcome	Chosen action/approach	Impact	Lessons learned	Total Cost
<p>Improved attainment and progress of disadvantaged pupils</p>	<p>Pupils involved in an intensive Sound programme designed to expand vocabulary, knowledge and understanding.</p> <p>One to one tuition delivered by qualified teachers/catch up/Learning mentors.</p> <p>Kip McGrath provided a customised learning programme in English designed to support pupils individual needs and progress</p>	<p>High impact - this intensive sound programme not only improved pupils reading age, decoding and understanding of vocabulary but had a significant impact on the self-confidence of those pupils involved. The average Reading age improvement across years was 37months.</p> <p>The use of additional teachers has had a high impact as they were able to address individual needs and to work at a pace appropriate to individual children. This enabled pupils to feel valued, enhanced learning opportunities and progress whilst boosting the children's self-esteem.</p> <p>This impact was mixed. The pupils involved with this programme did make progress. However, with the sessions being after school it was difficult for the pupils to maintain their enthusiasm and energy after a long demanding day.</p>	<p>We found that with very low ability pupils the impact of 'Sound training' was not as significant so we needed to find some way to prepare pupils before they embarked on the Sound programme to ensure a greater impact. With this in mind we have put in place for 2018-19 a 'Rapid Reading plus'</p> <p>To continue and build on this success by resourcing English to the same level as Maths.</p> <p>Pupils found the 80 minute sessions were too intense at the end of the school day. As we had to rely on parents taking pupils to Kip McGrath attendance was hit and miss. We decided to bring training in house and incorporate sessions into the school day.</p> <p>Pupils lost interest in these subscriptions. We felt that Reciprocal reading and the introduction of Eric was of</p>	<p><b>£64,850</b></p>

	Magazine subscription  Nurture group	The magazine company was unreliable so children became disillusioned with the subscription.  Very successful – 2 pupils were returned to mainstream curriculum	more benefit to the children in guiding and improving both their reading skills and enjoyment of reading.  Confidence and self-esteem of pupils involved improved. They realised that they 'can achieve' and they were involved in their own learning.	
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### iii. Other approaches

Desired Outcome	Chosen action/approach	Impact	Lessons learned	Total Cost
Improved attendance / engagement and aspiration of Disadvantaged pupils	Targeted resources/Social Inclusion support/Attendance strategies and meetings/Breakfast club/Summer school/Children's university and Jass	Highly successful impact in all areas improving outcomes/ attendance whilst supporting pupils to overcome emotional barriers enabling them to access learning more readily. Improving pupil confidence and self-esteem which also impacts learning and social interaction. Attendance for 2017-18 for Pupil Premium pupils was 94%	A really successful approach, to be continued and extended to offer more opportunities to a wider group of pupils. Attendance meetings to be held on a more regular basis to ensure early intervention where needed. Breakfast club to be opened up to all years and to be run by qualified teacher to enable homework to be supported. More children to be invited to summer school to ensure a smoother transition from first schools.	<b>£50,370</b>

### 7. Additional detail

The Pupil Premium Strategy for St John's Middle school continues to be highly successful and has had a significant impact on improving outcomes for all disadvantaged pupils including Most Able and LAC.