

St. Nicholas CE Middle School: Impact Statement 2017/2018

Issue –Pupil Premium

Context: Impact of the use of pupil premium funding on the progress of children

2017-18

In the 2017/18 financial year St. Nicholas Middle School is receiving approximately £56,485 in Pupil Premium funding for pupils. The impact of our Pupil Premium spend in the academic year 2016-2017 was reviewed and evaluated and our funding is now being used as in the 'initiatives' column:

Barriers	Initiative	Impact
<ul style="list-style-type: none"> ➤ Above average deprivation ➤ Pupils have limited life experiences ➤ Family issues impacting on learning and school life 	<p>1. Staffing to support children's learning through the use of specific targeted interventions across school To establish a new Pupil Premium management structure for monitoring, caseload and support of pupils.</p> <p>To implement a full time Learning Mentor to support PP children across the federation Dedicated 4P teacher Learning Mentor in place to provide specific tuition and support for vulnerable pupils (co-teaching model). This role will be purely based around core subject support for the next academic year. A caseload of pupils will be given to the dedicated 4P teacher, with initial assessments for these pupils and then regular assessments to track the impact of the provision. Remit of PP teacher will be around Maths in Year 7.</p> <p>English wave 2 Spelling start of English lessons 3 sessions a week with Pupil Premium.</p> <p>Reading strand focus: Invest in comprehension books for Pupil Premium</p>	<ul style="list-style-type: none"> • Staff awareness has increased since the new Pupil Premium management structure has been in place. • Individual pupil evidence from interventions suggests some improvement in progress. See tracking folder. • Good attendance at breakfast club for targeted pupils. 'I enjoy breakfast club it gives me a calm and happy start to the day'.

	<p>Additional specialist Teacher support: UPS teacher Tues and Wed Collective Worship – maths problem solving for PP.</p> <p>Maths strand focus: reasoning/problem solving starter for maths daily, grouped in abilities (problem solving packs)</p> <p>Science: pre-teaching vocab and key facts</p> <p>Learning mentor study skills sessions after school: Year 5 and Year 6 session, 30 minutes English and 30 mins maths. Universal support for classes with high needs</p> <p>Relationship building Form teachers gives up 10 minutes of one lunch time a week to talk to Pupil Premium pupils (playground/lunch hall/classroom).</p> <p>LAC pupil provision One 1-1 session a week with the designated LAC teacher based on PEP targets. Mentor links/relax kids for social and emotional support</p> <p>For core-subject leaders to be clear on their role in improving the outcomes for pupils in receipt of Pupil Premium. Teaching, learning and Assessment lead to complete ‘vulnerable to 100’ pupils progress data this to then be shared and action plans in the form of Provision maps are to be created. reviewed every term</p> <p>Parental Engagement and actions on improving attendance Pupil Premium leader to look at ways in which some of the hard to reach Pupil Premium family's' needs can be met. This will include a focus on areas such as transition, communication and language and supporting families in mathematics. Areas include: GRT Pupil Premium site visits and events</p>	
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	<p>Stay and plays to support Year R transition Parent workshops e.g. phonics/reading etc...</p> <p>Subsidised Breakfast Club and or/access to nurture group Opportunities for all Pupil Premium students to have Breakfast Club subsidised and/or covered on a daily basis, as and when required. Aim - to improve attendance. This to be Federated in September 2016.</p> <p>Attendance Support and GRT surgeries The Federation implemented a new attendance policy and has invested the time of the EHT and Pastoral HoS in conducting regular attendance surgeries and site visits for pupils causing concern. In addition the Federation fully funds a minibus to the local GRT site to collect the pupils and bring them to school. This has improved attendance</p> <p>Marking of Pupil premium books first, greater depth and targets to have an example.</p>	
<ul style="list-style-type: none"> ➤ Family issues impacting on learning and school life ➤ Children have welfare issues ➤ Pupil have limited social skills 	<p>2. Targeted support for teaching and learning</p> <p>Reading Ambassadors –and 1x weekly parent reader/governor reading opportunity CRB</p> <p>Homework club – Study sessions Homework club to be operated by the Inclusion Team for 45 lunchtimes a week for all vulnerable learners and those who do not have access to ICT at home. In addition the Thursday session will be for Vulnerable pupils and NR and MB to join Homework club support on Thursday for Pupil Premium.</p> <p>Transition (Avonbrook to SNMS, SNMS to PHS)</p>	<ul style="list-style-type: none"> • Reading Ambassadors encouraged positive reading experiences and social interaction. • Dedicated time to complete homework tasks with Learning Mentor-good attendance and parental support. Pupil felt more confident as they and completed their homework. • Observations suggested that pupils transition went smoothly and pupils settled quickly.

	<p>Early dedicated release for pastoral HoS/4P Teacher to visit all cluster schools to assess pupils who attract the Premium (Pre-school, Avonbrook Cluster & PHS). This may involve pupil conferencing, meeting the staff and potentially parents.</p>	
<p>➤ Above average deprivation</p> <p>➤ Pupils have limited life experiences</p>	<p>3. Enrichment activities to develop and support the curriculum</p> <p>Resources for pupils in receipt of PP – pencil cases or equipment available, maths dictionaries, reading comprehension books.</p> <p><u>Music Tuition</u> As an alternative for the pupils who do not receive music therapy the school will provide subsidised music tuition via the music service on a targeted basis.</p> <p><u>Educational Visits</u> The Federation are to subsidise half the cost of Residential trips during the course of the academic year for any pupil in receipt of the Pupil Premium to ensure equality of access. All other trips to be subsidised with half the cost being paid by the schools</p>	<ul style="list-style-type: none"> • Pupil Premium children were well prepared for learning and were not disadvantaged from not having the right equipment. • Children enjoyed enrichment activities and were able to access new experiences.

Cost summary across The Pinvin Federation:

Learning mentor role: £25,000

Dedicated TA input: £6,000 (Homework Club/Intervention support for proportion of Pupil Premium)

EYFS Additional Support £8000

Speech and Language: £175 per session with a total of **£2500** (Authorised with SALT for January 18)

Leadership input (TLRs, AHT, HoS,) £15,000

- Includes staff time for minibus runs, meeting with families, PLAC/PP meetings with parents
- Dedicated advocate for Pupil Premium
- Reading Ambassador Support

GRT Bus:

Minibus staffing: **£3900**

Minibus: Fuel costs £20 per week **£1000 per annum**

CRB checks for volunteer readers: 10 parents £300 for CRB checks Total **£300**

Music sessions: £3000

Breakfast club:

2 x staffing:

Breakfast club food: £3900

Educational visits and Residential: £6000 subsidy

Mentor Links. Relax Kids £3700

Resources: £10000

SEN GL assessments £650 approx. (Authorised for order August 17)

Problem solving/reasoning maths packs

Maths Dictionaries

Comprehension guides, Additional stationery for PP, Science pre-teaching resources

Achievement and outcomes 2017-2018			
Key Stage and no. of pupils in cohort	% of Pupils eligible for PP – school	% of Pupils not eligible for PP – school	% of pupils not eligible for PP (national)
GLD attainment (23 total, 2 disadvantaged)	0	76	72% (PP 54%)
KS1 attainment (27 total, 4 disadvantaged)			
% achieving expected standard in reading KS1	75	83	79%
% achieving expected standard in writing KS1	25	78	74%
% achieving expected standard in maths KS1	50	83	80%
% achieving expected standard in Year 1 Phonics (26 total, 5 disadvantaged)	80	76	85% (PP 75%)
KS2 attainment (x total, x disadvantaged)			
% achieving expected standard or above in reading, writing & maths at KS2	33	73	70%
% achieving expected standard in reading KS2	54	89	80%
% achieving expected standard in writing KS2	50	82	83%
% achieving expected standard in maths KS2	42	78	81%
KS1-KS2 progress			
Progress score in reading KS1-KS2 (107 total, 23 disadvantaged)	-3.42	-0.55	N/A
Progress score in writing KS1-KS2 (107 pupils, 24 disadvantaged)	-4.74	-2.42	N/A
Progress score in maths KS1-KS2 (107 pupils, 23 disadvantaged)	-7.16	-2.80	N/A