

# St Joseph's Middle School:2017-2018 Pupil Premium Strategy Statement

1. Summary information			
Total number of pupils	328	Number of pupils eligible for pupil premium funding	56 (17% of total on roll)
Number of pupil premium children in each year group: Yr 5 = 10 Yr 6 = 19 Yr 7 =16 Yr 8 =11			
Total pupil premium budget:	£72,985	Amount per pupil: Years 5 & 6 =£1,320 Years 7 & 8 = £935 Armed forces =£300 CLA=£1,900	
Date of external pupil premium review:	Dates of internal reviews: 19/10/17, 12/12/17, 20/4/2018, 29/07/2018, and 23/06/2018 Green =School above the national attainment figures for other pupils (not disadvantaged). Red = Below		

2. Key indicators summer 2017			
<u>End of Key Stage 2 (Year 6) 2017 attainment figures and progress KS1 to KS2 and attendance data</u>	Pupils eligible for PP 13 pupils	National averages for pupils not eligible for PP	Attainment/ progress gaps
% reaching expected standard in reading, writing and maths	71%	67%	+4%
% reaching a high score/working at greater depth in reading, writing and maths	7%	11%	-4%
% reaching expected standard in reading	79%	77%	+2%
% reaching a high score/working at greater depth in reading	14%	29%	-15%
Progress scores	-1.95	+0.33	-2.28
% reaching expected standard in writing	86 %	81 %	+5%
% reaching a high score/working at greater depth in writing	14%	21%	-7%
Progress scores	-0.64	+0.17	-0.81

<b>% reaching expected standard in maths</b>	79%	80%	-1%
<b>% reaching a high score/working at greater depth in maths</b>	7%	27 %	-20%
<b>Progress scores</b>	-4.53	+0.28	-4.81
<b>% reaching expected standard in grammar, punctuation &amp; spelling</b>	92%	78%	+14%
<b>% reaching a high score/working at greater depth in grammar, punctuation &amp; spelling</b>	31%	27 %	+4%
<b><u>Attendance % for all PP children in the school</u></b>	94.7% (July 2017)	96.6% (2016)	-0.7%
<b><u>Persistently absent % (All PP children with an attendance rate of 90% or below)</u></b>	13.5%	6.2% (2016)	-7.2%

### 3. Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018

<b>A.</b>	Some pupil premium children experience emotional problems
<b>B.</b>	Poor literacy and numeracy skills of some pupils when they arrive at this school
<b>C</b>	Low confidence in their academic ability and low aspirations of some pupil premium children.
<b>D.</b>	The need to further increase the percentage of outstanding teaching and ensure it impacts on the progress and attainment of all pupil premium children especially those working at greater depth.

#### 4. Outcomes and success criteria for summer 2018

<b>A.</b>	<b>End of Year 5 % of pupil premium children to achieve expected standard:</b> Reading 70%, Writing 70%, Maths 70%, Combined RWM 70%. The combined RWM target for pupils not eligible for pupil funding is 83%.																									
<b>B.</b>	<b>End of KS2 (Year 6) % of pupil premium children to achieve expected standard:</b> Reading 84%, Writing 83%, Maths 95%, Combined RWM = 83% The combined RWM target for pupils not eligible for pupil premium funding is 94%.The gap between our disadvantaged pupils and others nationally will continue to close significantly.																									
<b>C.</b>	<b>End of Year 7 % of pupil premium to achieve expected standard:</b> Reading 88%, Writing 81%, Maths 88%, Combined RWM = 81% The combined RWM target for pupils not eligible for pupil premium funding is 94%.																									
<b>D.</b>	<b>End of Year 8 % of pupil premium to achieve expected standard:</b> Reading 100%, Writing 91%, Maths 100%, Combined RWM = 91% The combined RWM target for pupils not eligible for pupil premium funding is 92%.																									
<b>E.</b>	<p><b>To ensure all of our most able pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.</b></p> <table border="1" data-bbox="360 683 1227 847"> <thead> <tr> <th>GDS pupils</th> <th>%</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y5</td> <td>10 (1 of 10)</td> <td>10%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Y6</td> <td>5 (1 of 19)</td> <td>5%</td> <td>10%</td> <td>5%</td> </tr> <tr> <td>Y7</td> <td>31 (5 of 16)</td> <td>25%</td> <td>19%</td> <td>13%</td> </tr> <tr> <td>Y8</td> <td>27 (3 of 11)</td> <td>27%</td> <td>18%</td> <td>27%</td> </tr> </tbody> </table>	GDS pupils	%	Reading	Writing	Maths	Y5	10 (1 of 10)	10%	10%	10%	Y6	5 (1 of 19)	5%	10%	5%	Y7	31 (5 of 16)	25%	19%	13%	Y8	27 (3 of 11)	27%	18%	27%
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#### 5. Planned expenditure 2017-2018

<b>i. Strengthen the quality of teaching.</b>					<b>Total budgeted cost = £14,500</b>	
<b>Desired outcomes &amp; success criteria</b>	<b>Actions</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact so far</b>	
1. To ensure all staff have high expectations about the progress and attainment of pupil premium children, so that	<ul style="list-style-type: none"> <li>Lesson observations focused on pupil premium children.</li> <li>Subject leaders to ensure appropriate challenge is being set for pupil premium pupils in their</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice has shown that pupils enjoy challenge in lessons (SIP visit 2017).</li> <li>Need to close the gap between</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks.</li> <li>Book scrutiny.</li> <li>Pupil voice.</li> <li>Data Tracking.</li> </ul>	SLT	Autumn. Learning walks have found that the use of challenge is being used in the majority of lessons.	

they stretch and challenge them appropriately.	department. <ul style="list-style-type: none"> <li>Regular data tracking and monitoring of pupil premium pupils' interventions are timely and appropriate.</li> <li>CPD and inset on challenge and pace</li> <li>PP lead to attend LA meetings.</li> </ul>	national average PP and St Joseph's PP pupils. <ul style="list-style-type: none"> <li>Pupil premium outcomes were too low in 2016 especially for those working at greater depth</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of data.</li> </ul>		Spring. Focussed learning walk found pupils on task and engaged. 85% pupils responding to feedback effectively.
<b>2.</b> To ensure all staff monitor PP pupils to enable them to achieve expected progress	<ul style="list-style-type: none"> <li>All staff to be made aware of PP pupils</li> <li>Subject leaders to closely monitor PP progress and implement intervention plans where necessary.</li> <li>Staff to fill in concerns sheet every half term.</li> <li>A pupil profile will be produced showing what the pupil finds helpful to their learning and what they perceive to be barriers to their learning.</li> <li>November 2017. Concern sheets have been filled in across all subjects. Actions to take place to address concerns raised with identified PP pupils.</li> <li>January 2018. Pupil profiles completed for all in KS2 and KS3. Barriers to learning to be identified and addressed</li> </ul>	<ul style="list-style-type: none"> <li>Not all pupil premium children made at least expected progress. (average 89% achieved expected progress in R, W and M)</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be able to identify PP pupils.</li> <li>All PP pupils will be monitored closely using PP tracking sheet</li> <li>Any concerns can be addressed quickly</li> <li>Quick interventions to raise attainment</li> </ul>	SLT	All pupils off track are identified quickly and action taken to help them catch up.  January. Those pupils not on track identified from December data drop. For R/W/M:  3 pupils in Y7,(20%), not on track  4 pupils in Y6,(21%), not on track  1 pupil in Y5,(11%), not on track

**ii. Targeted support for pupil premium children.**

**Total budgeted cost = £50,000**

<p>To ensure all pupil premium children make better than expected progress</p>	<ul style="list-style-type: none"> <li>3 x 1hr allocated management time for KS 2/3 co-ordinators</li> <li>Supply cover to allow subject leaders to monitor teaching and learning</li> <li>5 x 1hr allocated management time for DH to monitor and evaluate teaching, learning</li> <li>Allocated TA support across all subjects particularly English and Maths</li> <li>10 x 1hr data manager</li> <li>5 x 1hr Inclusion support manager</li> </ul>	<ul style="list-style-type: none"> <li>Not all pupil premium children made at least expected progress in last academic year, this needs to be addressed</li> <li>Closer monitoring and tracking of pupil premium children by all staff</li> <li>Often pupil premium children require extra support in lessons</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings and briefings</li> <li>Learning walks</li> <li>Work scrutiny</li> <li>Pupil voice</li> <li>Lesson observations</li> <li>Data drops</li> <li>Bespoke pupil premium tracker</li> </ul>	SLT	<p>Close monitoring for all year groups. Intervention groups</p>																																			
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<b>MOST ABLE</b>		<ul style="list-style-type: none"> <li>Identify the pupil premium children targeted GDS</li> <li>GDS group in Y6 maths and English taught by teacher</li> <li>Focussed work scrutiny/learning walk to check the more able are being challenged</li> <li>All subjects to identify at least one activity in which to enrich their subject curriculum. Eg STEM week and engage with local universities.</li> <li>Organise a careers day for pupils to raise their awareness and aspirations for their future employment.</li> <li>Targeted CPD as appropriate</li> <li>Course booked through GLP with a focus of teaching maths to GDS pupils</li> </ul>	<ul style="list-style-type: none"> <li>Attainment of GDS was noted as an area for development from data analysis July 2017</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Work scrutiny</li> <li>Lesson observations</li> <li>Termly data analysis</li> <li>Subject action plans</li> </ul>	PR	<p>100% of most able pupil premium pupils are on track to achieve GDS. November 2017</p> <p>January 2018. 98% of most able pupil premium pupils are on track to achieve GDS. One pupil in Y7 not on track for GDS in reading.</p>
GDS pupils	%					
Y5	10 (1 of 10)					
Y6	5 (1 of 19)					
Y7	31 (5 of 16)					
Y8	27 (3 of 11)					

**iii. Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost = £8500**

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<p><b>ATTENDANCE</b> To increase the attendance percentage for PP pupils from 94.7% to 96% by July 2018</p>	<ul style="list-style-type: none"> <li>Follow up any pupils who fall below the schools average percentage attendance.</li> <li>Office staff to closely monitor attendance and inform form teachers promptly when absent.</li> <li>To have certificates and rewards for good attendance.</li> <li>5 x 1hr breakfast club to ensure they are ready for the start of the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil premium attendance was 94.7% last year which needs to improve</li> <li>To establish closer relationship of pupil and staff in a nurturing environment</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of PP pupils attendance.</li> <li>Attendance at breakfast club to be monitored.</li> </ul>	PR, SLT	<p>PP attendance audit in October 2017 showed 41% of pupil premium children was below 95%. Letter sent to all parents. January 2018. 39% of pupil premium children have attendance below 95%</p>

<p><b><u>ENGAGING PARENTS</u></b></p> <p>To develop the home-school partnership through curriculum nights. To ensure all pupil premium children make expected progress.</p>	<ul style="list-style-type: none"> <li>• 2 X KS2 SATs evening. Parents are informed of how best to support their child in SATs.</li> <li>• This is done through home school partnership discussions about barriers to come into school and possible EWO support</li> <li>• <a href="#">E-safety evening to take place 29<sup>th</sup> November</a> <a href="#">Other information evenings planned for Spring Term</a></li> </ul>	<ul style="list-style-type: none"> <li>• To increase opportunity for parents to communicate with school.</li> <li>• Parental survey highlighted more frequent information requested from the school</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of parents evenings</li> <li>• Parental feedback after first meeting.</li> </ul>	GS	
<p><b><u>RAISE ASPIRATIONS</u></b></p> <p>Removal of financial barriers to learning and raise pupils' aspirations enabling them to be happier learners.</p>	<ul style="list-style-type: none"> <li>• Music tuition and orchestra payment.</li> <li>• Ensure that financial aid is given to all pupil premium children so that they can attend all enrichment activities offered by the school</li> <li>• Inclusion support manager to organise required sessions with pupils needing ELSA support.</li> <li>• Attendance at breakfast club and homework club to be monitored</li> <li>• <a href="#">Pupil premium children given the opportunity to take music lessons and participate in the orchestra and other musical ensembles in school.</a></li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that there is equal opportunities for all pupils.</li> <li>• To raise their self-esteem and broaden their education.</li> <li>• Increase engagement in the school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• By monitoring attendance of music lessons and orchestra and the progression through to graded exams.</li> <li>• Monitor attendance at breakfast club and homework club.</li> </ul>	PR, KC and ESV	<p><a href="#">Pupil premium children given the opportunity to take music lessons and participate in the orchestra.</a> <a href="#">16 % of pupil premium are participating in musical ensembles and receiving music lessons.</a></p>
<p><b><u>PASTORAL</u></b></p> <ul style="list-style-type: none"> <li>• Increase of attendance of pupil premium children</li> <li>• To raise self-esteem and ensure pupils are well prepared for the day</li> </ul>	<ul style="list-style-type: none"> <li>• 5x 15 minutes in the morning with nurture group to ensure pupil premium children are prepared for the school day by a teacher.</li> <li>• TA to oversee PP pupils in morning registrations check pupils are ready for the school day in KS2 and KS3.</li> <li>• 2 x 1hr ELSA support</li> </ul>	<ul style="list-style-type: none"> <li>• Strike system from last year indicated lack of organisation of some pupil premium children</li> <li>• To ensure pupils have equipment and are not sanctioned for their lack of organisation.</li> <li>• To provide an opportunity for pupils to discuss any problems from outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring by KS2 coordinator.</li> <li>• Register of attendance</li> <li>• Analysis of strike system</li> </ul>	GS/J A	<p><a href="#">Nurture group implemented in Nov 2017.</a> <a href="#">January 2018 Nurture group still in place.</a> <a href="#">TA is in place in morning registrations to do checks on PP children.</a></p>



## 6. Review of expenditure for previous academic year 2016-2017

### i. Quality of teaching for all: to improve the percentage of good and outstanding teaching. Total budgeted cost = £56,490

<p>Improve teaching and learning</p>	<ul style="list-style-type: none"> <li>• Inset on challenge and pace in lessons</li> <li>• CPD on high quality marking and feedback</li> <li>• Whole school work scrutiny</li> <li>• Learning walks</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice indicated that they enjoyed the challenges that were set in lessons across most subjects (SIP visit 2017)</li> <li>• Evidence of more effective feedback seen across all subjects in work scrutinies.</li> <li>• Staff are more confident at tracking identified groups using the internal data system to set challenging targets</li> <li>• Impact on pupil premium targeted at GDS was disappointing</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders to carry out more moderation across the partnership to become more confident in clarifying the boundary between EXS and GDS</li> <li>• <a href="#">Foundation subjects to participate in moderation with partnership middle schools May 20<sup>th</sup> 2018</a></li> <li>• <a href="#">Lower/middle moderation. Reading took place at the Sele, led by KC from St Josephs</a></li> <li>• <a href="#">Maths to take place March 20<sup>th</sup> led by KS at St Joseph's</a></li> </ul>
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### ii. Targeted support for pupil premium children.

<p>Removal of financial barriers to allow PP pupils to access enrichment activities</p>	<ul style="list-style-type: none"> <li>• Subsidised activities including residential visits as well as musical and sporting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Increased social benefits among their peer groups.</li> <li>• Improvement of self-confidence and emotional development</li> </ul>	<ul style="list-style-type: none"> <li>• To find enrichment activities which have a focus on reading, writing and maths to help develop their outcomes.</li> <li>• <a href="#">Visit by Author for KS2 29.01.18</a></li> <li>• <a href="#">Tynedale music festival. March 2018</a></li> <li>• <a href="#">Y5/6 cross country Oct</a></li> <li>• <a href="#">Y7/8 boys and girls tag rugby tournament Oct/Nov</a></li> <li>• <a href="#">KS2 table tennis tournament Nov</a></li> </ul>
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### iii. Other approaches to improve the attainment and progress of pupil premium children.

Desired outcome	Actions	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>The creation of pupil premium profiles</p>	<ul style="list-style-type: none"> <li>• The profiles were created to give staff information about the child. The profiles also included information what they perceived to be their own barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback showed that the profiles helped teachers to have a better understanding of the individual pupils and how they could further help them in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• To do termly updates which include information of any changes in circumstances with the child.</li> <li>• <a href="#">Pupil profile interviews took place 25.01.18</a></li> </ul>
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## 7. Additional detail

For additional information and evidence relating to this strategy statement please see our pupil premium policy, information leaflet for parents and our School Development plan for 2017-2018.