

Seahouses Middle School:2015-2017 Pupil Premium Strategy Statement: Appendix B

| 1. Summary information | | | |
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| Total number of pupils | 75 (September 2016) | Number of pupils eligible for pupil premium funding | 13 (17% of total on roll.) 30% of the pupil premium children are also on the SEND register. |
| Number of pupil premium children in each year group: Yr 6 = 3 Yr 7 = 3 Yr 8 = 7 | | | |
| Total pupil premium budget: | £15,570 | Amount per pupil: Yr 6 =£1,320 Yrs 7, 8 & 9 =£935 Armed forces children=£300 CLA=£1,900 | |
| Date of external pupil premium review: November 2016 | Date of internal half termly reviews: 11/1/2017, 28/2/17, 26/4/17 and 23/6/2017 Green = school above the national attainment figures for other pupils (non disadvantaged). Red = below | | |

| 2. End of Key Stage 2 (Year 6) 2016 Attainment Figures and Progress Key Stage 1 to Key Stage 2 | | | |
|--|---|--|---------------------|
| | <i>Attainment of our Year 6 pupils eligible for pupil premium funding (3 pupils).</i> | <i>National averages for others nationally</i> | <i>Difference %</i> |
| % reaching expected standard in reading test | 33% | 71% | - 38% |
| % reaching a high standard in reading test | 0% | 23% | - 23% |
| % making expected progress in reading | -8.43 Sig- & bottom 10% | | |
| % reaching expected standard in writing (teacher assessment) | 100% | 79% | + 21% |
| % reaching a high score/working at greater depth in writing | 33% | 18% | +16 |
| % making expected progress writing | 3.99 | | |

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|--|--------|-----|-------|
| % reaching expected standard in maths test | 33% | 75% | - 42% |
| % reaching a high standard in maths test | 0% | 20% | - 20% |
| % making expected progress in maths | - 3.35 | | |
| % reaching expected standard in grammar, punctuation and spelling test | 33% | 78% | - 44% |
| % reaching high standard in grammar, punctuation and spelling test | 0% | 27% | - 27% |
| % reaching expected standard in reading, writing & maths | 33% | 60% | - 26% |

3. Barriers to future attainment for pupil eligible for pupil premium funding in 2016-2017

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| A. | Low self-esteem of some pupils. |
| B. | Lack of resilience; pupils give up too easily when they find the work they are doing is difficult. |
| C. | Poor literacy and numeracy skills of some pupils. |
| D. | The need to further increase the percentage of good and outstanding teaching and ensure it impacts positively and effectively on the progress and attainment of all pupil premium children. |

6. Outcomes and success criteria for summer 2017

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| A. | End of KS2 (Year 6) % of pupil premium children to achieve expected standard: 2 of 3 Reading = 67%, Writing = 67%, Maths=67% and combined RWM = 67%. The combined RWM target for pupils who are not eligible for pupil premium funding is 76 %. |
| B. | End of Year 7 % of pupil premium children to achieve expected standard: Reading (2 of 3) 67%, Writing (2 of 3) 67%, Maths (3 of 3) 100% and combined RWM 67%. The combined RWM target for pupils who are not eligible for pupil premium funding is 74 %. |
| C. | End of Year 8 % of pupil premium children to achieve expected standard: Reading (6 of 7) 86%, Writing (5 of 7) 71%, Maths (5 of 7) 71% and combined RWM 71%.The combined RWM target for pupils who are not eligible for pupil premium funding is 78%. |
| D. | To significantly improve the attainment and progress of the most able, particularly those in receipt of pupil premium funding, so they all achieve a high score and exceed age related expectations. |

5. Planned expenditure 2016-2017

i. Quality of teaching for all: to improve the percentage of good and outstanding teaching to 100%.

| Desired outcome | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Impact & further actions |
|---|--|--|--|--|--------------------------|
| 1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately. | <p>* External pupil premium review, new pupil premium strategy statement published online and CPD on expectations/strategies to improve the progress/attainment of pupil premium children. November 2016.</p> <p>* Introduce TA intervention folders.</p> <p>* Subject leaders and HT to QA lesson planning to make sure tasks are matched to ability and are challenging. Will also monitor the quality of teaching and the secondary curriculum to ensure both secure good progress.</p> | <p>Ofsted stated that:-</p> <p>*The impact of pupil premium strategies were too variable and weak and indicated “a lack of precise evaluation.”</p> <p>*Teachers “do not always plan work which is sufficiently challenging nor expect enough from their pupils.”</p> <p>* The need for the most able pupils to be stretched and challenged is frequently overlooked. They are not moved on quickly enough to more demanding work .”</p> | <ul style="list-style-type: none"> • QA planning records • Book scrutinies • Learning walks • Introduce teaching assistant intervention folders and QA these to ensure tasks stretch and challenge. | HT & KS/GB | |
| 2) All teachers and TA's have a performance management target linked to pupil premium or SEND outcomes. | <p>* Performance management targets linked to pupil premium/SEND outcomes agreed by end of Oct for teachers and November for TA's.</p> | <p>Pupil premium outcomes were too low in 2016 and not all staff felt accountable for raising the attainment and progress of pupil premium children.</p> | <p>HT and performance management governors to QA.</p> | HT -teachers HT- TA's | |
| 3) Further improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children. | <p>* As well as marking disadvantaged pupil's books first, all teachers to speak to each disadvantaged pupil every lesson and give them personalised support to move their learning on.</p> <p>* Pupil voice survey (25/11/16) to find out if marking is helping pupils to significantly improve their work.</p> | <p>Ofsted stated that “teachers sometimes miss opportunities to extend pupils' knowledge and deepen their understanding.”</p> <p>High quality next steps marking that sets additional age/ability appropriate learning challenges to remedy the above weakness.</p> | <p>Half termly book scrutinies and learning walks to see if next steps marking is moving the learning on rapidly.</p> <p>Survey has shown that we need to increase the time pupils have to respond to feedback and marking. Increased frequency of challenges for all abilities.</p> | All teachers HT and KS to QA | |
| 4) To ensure staff ask probing questions that effectively check and deepen pupils' understanding, challenge pupils to explain their reasoning and extend their thinking. | <p>* CPD delivered in January/Feb by the Teacher Development Trust to improve teachers questioning skills; will include INSET on the use of questioning when using Magenta Principles to increase pupils understanding.</p> | <p>Ofsted said that teachers often accept “superficial or single word answers from pupils. No explanation of thinking is pursued; consequently, rich opportunities to challenge thinking and extend learning are not fully exploited.”</p> | <p>Learning walks and lesson observations.</p> | INSET by Phil Spoor (Teacher Development Trust). | |
| Total budgeted cost | | | | | £5000 |

ii. Targeted support for pupil premium children to help them catch up with their peers.

| Desired outcome | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Impact & further actions |
|--|---|---|--|--------------------------|--------------------------|
| <p>MATHS End of KS2 (Yr6) 67% of pupil premium children to achieve expected standard. End of Yr 7 100% of pupil premium children to achieve expected standard. End of Yr8 71% of pupil premium children to achieve expected standard.</p> | <ul style="list-style-type: none"> * Continue to improve targeted support via Success @ arithmetic, "Third Space Learning" and CGP pupil support books. *Dyscalculia tests for 3 disadvantaged year 8 pupils to identify areas of weakness and appropriate intervention. * NCETM subject knowledge audit to be done online by all teachers. 16/12/16 * INSET by Great North Maths Hub to improve subject knowledge. 30/11/16 * INSET for TA's in-house & via White Rose Maths Hub by 30/1/17 * Year 8 maths mentors to boost year 6 maths skills. * After School Booster Classes from 2/17. Tea, cakes and rewards! | <p>Pupil premium maths outcomes are too low and well below the average for others nationally.</p> <p>Ofsted stated that TA's sometimes "do too much for pupils, out of kindness, which limits their development as independent learners."</p> | <p>Challenging performance management targets, learning walks and workbook scrutinies.</p> | <p>Maths leader GB</p> | |
| <p>READING Raise the importance of reading across the school and quickly establish a stronger reading culture. End of KS2 (Yr6) 67% of pupil premium children to achieve expected standard. End of Yr7 67% of pupil premium children to achieve expected standard. End of Yr8 86% of pupil premium children to achieve expected standard.</p> | <ul style="list-style-type: none"> * Subscribe to the First News Reading Package and use it on a weekly basis with all pupils. Promote subscribing to First News to all parents so they help to improve their child's reading. Pay for disadvantaged pupils subscription. *Use Motivation for Reading Tests to identify and remove barriers to reading. * English coordinator to attend Newcastle Book Festival for schools 17/11/16 and implement at least two strategies with all staff. Use of reading quadrants and post- it note priority. * 1st 10 mins of each morning is spent reading; pupil premium children obtain support from, teachers, TA's and new reading champions. * Use of in-house Reader Programme to motivate readers and assess progress. * Reading reward scheme; pupils select appropriate reading books as their prizes | <p>Some pupil premium children have low reading ages and reading records show parents do not hear them read at home on a regular basis. Low reading ages impact on achievement across the curriculum.</p> <p>The need to provide more opportunities for pupils to read an increased range of texts which are appropriately challenging.</p> <p>Pupil premium reading outcomes are too low and well below the average for others nationally.</p> | <p>Lesson observations and learning walks to QA quality of reading support provided.</p> <p>New "Reading champions" and TA's to be trained so they provide high quality reading support.</p> | <p>English leader KS</p> | |

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| <p>WRITING End of KS2 (Yr6) 67% of pupil premium children to achieve expected standard. End of Yr7 67% of pupil premium children to achieve expected standard. End of Yr8 71% of pupil premium children to achieve expected standard. All most able PP to achieve a high score.</p> | <p>* Audit /increase extended writing opportunities across the curriculum and in English. 20/1/17 * Pie Corbett training on "Talk for Writing" for teachers, 8/3/17 cascaded to TA's to ensure greater consistency. New resources purchased. * Arrange for 2 guest authors to visit in January & April to promote reading for enjoyment and develop extended writing. Attractive displays in every classroom to celebrate improved writing standards.</p> | <p>The need to maintain current high standards in writing achieved at the end of KS2 in 2016 and further improve writing across all year groups.</p> | <p>English lead to quality assure for maximum impact. All teachers will be made accountable for raising attainment in writing.</p> | <p>English leader KS</p> | |
| <p>MOST ABLE To significantly improve the attainment and progress of the most able, particularly those in receipt of pupil premium funding, so they all achieve a high score and exceed age related expectations.</p> | <p>* Update your most able register. * Focused learning walks/book scrutinies to check most able are being stretched, challenged and moved on to more demanding work. * As a staff development opportunity identify a member of staff to:</p> <ul style="list-style-type: none"> • organise the Challenge Club for most able pupils, • liaise with their parents to progress their learning and provide extra challenges, • establish links with a local university to organise competitions and raise aspirations and • register/coach pupils for the UKMT challenge. | <p>Ofsted stated that the "most able, including those who are disadvantaged have too few opportunities to tackle more challenging tasks."</p> | <p>Book scrutinies, learning walks and lesson observations. Termly MA lead reports and HT reports to governors.</p> | <p>HT & most able leader LC</p> | |
| Total budgeted cost = | | | | | £6400 |

| iii. Other approaches to raise the attainment and progress of pupil premium children. | | | | | |
|--|---|---|--|---------------------|-------------------------------------|
| Desired outcome | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Impact & further actions |
| Remove the financial barriers to learning for pupil premium children and provide an exciting range of enrichment activities across the curriculum. | <ul style="list-style-type: none"> * Ensure that educational visits, residential, music instrument lessons and other enrichment learning opportunities are attended by all children regardless of their financial situation. * Arrange for "Poverty Proofing the School Day Survey " to be done by the Children's North East Charity. Survey completed by 7+8/12/16. Guidance implemented by 30/1/17. | Ofsted said that the school needed "improve pupils learning experiences", capture pupils' interests and develop a real love of learning." | Ensure all pupil premium children attend trips, residentials and enrichment activities. | HT | |
| Remove other barriers to learning, raise self-esteem and build learning resilience, so pupils do not give up when they find the work they are doing difficult. | <ul style="list-style-type: none"> * Identify each pupil premium child's barriers to learning and produce a personalised action plan (Pupil Passport) to show what we are doing to overcome the barriers, develop confidence and aid progress. * CPD by Julie McGrane on "Growth Mindset" and developing resilience strategies. (January/February 2017) | These barriers are affecting the progress of disadvantaged pupils "which lags behind other pupils national." (Page 3 of Ofsted report.) | INSET and guidance to aid a consistent approach. | HT supported by SIP | |
| Further reduce absence rates of pupil premium children to help improve attainment. | <ul style="list-style-type: none"> * Attendance review conversations/ meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM. * Improved attendance rewards (certificate & book) for pupils who manage to improve attendance by 5/10%. Awarded every half term. | *Disadvantaged absence rates, including persistent absence are higher than none disadvantaged children. | <ul style="list-style-type: none"> * Close monitoring of absence. * Will require medical evidence for pupils at risk of becoming PA. | HT | |
| Total budgeted cost | | | | | £4170 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2015-2016 Total pupil premium budget = £26,170 | | |
| i. Improve teaching and learning | | | Total budgeted cost from main budget. | |
| Desired outcome | Actions | Estimated 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) | Cost |
| Improve teaching and learning. | <ul style="list-style-type: none"> CPD for teachers and teaching assistants on high quality feedback and marking, collaborative learning and the use of Magenta Principles. | <p>* Marking and feedback improved but was not of a consistent high standard to move the learning on rapidly across all subjects and year groups.</p> <p>*Staff became more confident at using collaborative learning strategies.</p> | <p>Continue to improve marking and feedback and ensure it provides sufficient challenge to move the learning on rapidly.</p> <p>Embed collaborative learning and the use of Magenta Principles.</p> | £9,000 |

| ii. Targeted support for pupil premium children. | | | | |
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| Desired outcome | Actions | Estimated 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) | Cost |
| Improve literacy and numeracy skills of pupil premium children. | <ul style="list-style-type: none"> Literacy and numeracy evidence based interventions:- Reciprocal Reading Yrs5-8 Paired Reading Yrs 5-8 Read Write Inc Yrs 5-6 Reading Wise Digismart Yr5 Numicon Yrs6-7 Success @ Arithmetic Yrs 5-7 Premier League all Stars Reading-Yr 6 Learning Mentors met weekly with pupils to discuss progress in lessons and other guidance. They also liaised | The gaps in attainment and progress between our pupil premium children and others nationally did not diminish. | <p>We will continue with Reciprocal Reading and try Third Space Learning for maths.</p> <p>Pupils did not engage with Reading Wise;this intervention will not take place in 2016/17.</p> | <p>£4,500</p> <p>£13,720</p> |

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| Pupil Passports created for all pupil premium children. | <ul style="list-style-type: none"> Passports created which contain information about each pupil premium child and updated termly. | As above. | Will further improve our Pupil Passports to increase their impact on pupil premium outcomes for reading, writing and maths. | £500 |
| Financial barriers to enrichment activities removed. | <ul style="list-style-type: none"> Subsidised enrichment activities including residential visits and a range of musical and sporting activities | Increased self-confidence, particularly from those participating in music and outdoor activities, but impact on reading, writing and maths outcomes limited. | Will find ways of ensuring enrichment activities impact more strongly on reading, writing and maths pupil premium outcomes. | £2,500 |

7. Additional detail

For **additional** information and evidence relating to this plan please see SIP reports, Ofsted Report, tracking grids, monitoring records and head teachers reports for governors.