



Pupil Premium Report for Perton Middle School: 2017/18

Overview

The pupil premium was introduced in April 2011, and is paid by means of a grant based on the number of students who are eligible for free school meals, have been eligible for free school meals in the last six years, children who are looked after and children whose parents are currently serving in the armed forces.

The Pupil premium is additional to main school funding and is used at the school to address any underlying inequalities between different groups of children that is seen nationally. Further information can be found at <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Funding

Last financial year (2016/17) the school received £68,520 of additional funding through the pupil premium. This year (2017/18) the funding for the pupil premium is £63,790.

Objectives for pupil premium in Perton Middle School

1. The pupil premium will be used to provide additional educational support to improve the progress and raise the standard of achievement for these students.
2. The funding will be used to narrow and close the gap between the achievement of these students and those nationally.
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for pupil premium and others.
4. We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives.

School Policy

The Executive Headteacher and Governing Body have agreed a policy for the pupil premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The Executive Headteacher and Senior Leadership Team will regularly and rigorously monitor, evaluate and review the strategies that are put in place and report to the Governing Body on its progress and impact.

Evaluation of the impact of the pupil premium at Perton Middle

At Perton Middle the pupil premium is used to address the inequalities that are seen nationally between eligible students and their peers. The table below shows all the main measures used to evaluate the impact of the pupil premium.

Summer 2017 – Year 6 teacher assessed results.

Measures	School		
	PP 19 pupils	Not PP 83 pupils	All 102 pupils
Y6 Reading National standard +	63%	82%	79%
Y6 Reading Higher standard	21%	44%	38%
Y6 Writing National standard +	79%	88%	86%
Y6 Writing Higher standard	11%	25%	22%
Y6 Maths National standard +	63%	80%	75%
Y6 Maths Higher standard	22%	37%	31%

Summer 2017 - Year 8 teacher assessed results

Measures	School		
	PP 15 pupils	Not PP 67 pupils	All 82 pupils
Y8 English National standard +	73%	90%	87%
Yr 8 English Higher standard	13%	37%	32%
Y8 Maths National standard	67%	88%	83%
Y8 Maths Higher standard	40%	61%	57%

Summer 2017 KS2 SATs Tests results (National figures to be added when published in Autumn term 2017)

Measures	School		PP	National Other	All
	PP 20 pupils	All 102 pupils			
Y6 Reading National standard + (SATs)	55%	62%			71%
Y6 Reading higher standard	10%	19%			25%
Y6 Writing National standard +	75%	85%			76%
Y6 Writing Higher standard	25%	22%			18%
Y6 Maths National standard	45%	67%			75%
Y6 Maths Higher standard	25%	25%			23%
Y6 RWM National standard + (SATs)	45%	52%			61%
Y6 RWM Higher standard (SATs)	0%	10%			9%

	PP 60 pupils	All Pupils 355	National PP	National ALL
Attendance:	95.6%	96.8%	95%	96%

The table above shows that students eligible for the pupil premium in SATs are doing better than all pupils in the higher national standard in writing. They also match all other pupils in the Maths higher standard result. Compared to national figures pupil premium pupils are in line with writing at the national standard and significantly above in the higher national standard.

The Maths progress increase from last year has come about through increasing the amount of support to pupil premium students particularly in Key Stage 2 through focussed small group intervention and teacher support within lessons.

Maths higher attainment has also increased which has been due to the increase in support given to students both within the class and by extending the school day with higher ability pupils invited to maths clinics. Both Maths and English also benefitted from an increase in curriculum time where pupils accessed 2 further hours each week.

To address the low performance in comparison to national averages all pupils had access to a Pupil Achievement Leader (PAL) where all 63 disadvantaged pupils had a school staff member who worked closely with them over the year. Pupils met with the staff member to discuss barriers to learning, their progress, and their aspirations in the school. These meetings were logged and staff members led staff training to inform teachers of the needs of each pupil. (See Appendix A). Pupils academic progress was not only monitored but pupils attendance, punctuality, self esteem, extra-curricular provision, social skills and accessibility at home and support to meet the demands of school life. The benefit for some pupils to speak openly to their PAL and improve friendship groups or access homework club can not be measured through raw data but their improved social well being when attending school.

The attendance of pupil premium students remains consistently higher than the national average year on year which is due to working closely with families and external agencies. Four pupils below 80% attendance all achieved above 94% attendance in the two terms when allocated a PAL.

Main headlines of impact of interventions for disadvantaged pupils

Intervention	Impact by July 2017
4 hours phonic intervention	Increase for all pupils in reading age. Some improved by 2 years in 7 months with the group. Spelling ages and the confidence to work in main class conditions also improved.
5 hours of Key skills support with a TA	Small groups specifically helps social skills which then lends itself to developments in the key skills once the confidence to engage is established. Spelling and reading ages have increased (accelerated reader), whilst the ability to complete everyday tasks in maths eg telling the time and bus timetables has drastically improved.
3 hours Homework support	Parental requests allowed pupils a safe and purposeful working environment without home distractions. Pupils on PSP became positive with the environment which improved in lessons. Reduction in homework detentions with positive homework grades for pupils on report.

2 hours of small group English and Maths tuition with a teacher KS2	Increased confidence in Maths and English skills by producing an environment where pupils feel confident in talking to adults and can express feelings. Increase in progress of key maths skills, spelling and reading.
4 hours of small group Maths tuition with a teacher KS3	As for KS2, plus the chance to revisit KS2 work in confidence. The time to revisit formulas and concepts allows pupils to grasp the key skills.
1 hour of small group English tuition with a teacher KS3	12 pupils all managed to achieve the KS2 standard by the first term and make progress with the KS3 curriculum.
3 hours small group reading support	All pupils have increased their reading age with some pupils moving up 2 levels on the reading scale. Some pupils have improved their ability to sit tests by remaining calm and taking their time. Pupils are able to articulate about their books and can recall information.
Provide a parent workshop to help embed positive learning principles	Helping your child parents event attendance increased from previous year which benefitted with more parents contacting teachers to ask about how to use the strategies at home.
Additional PE apprentice who will also support in English and maths.	Allowing middle ability pupils to enhance their self-esteem in the subjects by using small group positive enforcement. This has allowed for an increase in reading age and the pride which goes into individual work.
Educational resources and access opportunities.	Attendance to clubs in PE has increased in most activities. Pupil participation has increased, whilst pupil involvement in cooking lessons makes it accessible for all. Pupils attend lessons more positive as they are fully equipped with stationary.
5 hours support by a Pupil Achievement Leader (PAL)	All 62 pupils are supported by their own staff member who make weekly contact and monitor their progress. Attendance, attainment and achievement have all improved with many more opportunities for extra-curricular activities and trips. Behaviour incidents are fewer and pupils comment positively about the school and improvements in self-esteem, confidence and friendships.
Subsidised school visits to support learning, sporting or music events, residential and international visits.	16 Year 6 pupils to Chasewater three day residential. 17 Year 7 and 8 pupils to five day Paris residential. 21 Year 6 pupils attended Harry Potter in Hertfordshire, 13 Year 8 pupils to Beth Shalom in Nottinghamshire. 11 Year 7 and an 8 pupils to Manchester United 20 year 5 and 6 pupils to Worcester Wolves Basketball.
Motivational speakers / guests or external workshops	3 Year 8 pupils are involved with the Sky Sports 'living for sport' programme where Olympian triple Jumper Nathan Douglas acts as a mentor to deliver the top six life-skills athletes identified as enabling them to achieve success. Worcester Wolves players delivered a basketball clinic to Year 5 and 6 and completed a question and answer.
Staff training from outside agencies to improve teaching and learning	Dyslexia training by Entrust allowed all teaching staff to reflect on their current practice and to enhance their teaching with new initiatives.

	All teaching assistants attended training on comic strip conversations and how to use them to engage our SEN pupils.
Support for purchasing uniform, sports kit and equipment/Laptop	Laptop support has allowed pupils to access the curriculum more widely and to store information ready for learning in other lessons. Uniform has allowed pupils to attend school more regularly and improve their confidence walking in to school. Sports kit has meant pupils enjoy lessons more and feel a bigger part of the class.
Mentoring to improve Attendance	Attendance clinics for parents with a member of the senior leadership team and the education welfare worker for all pupils with a below 90% attendance. School attendance is 96.6% with lateness to school being rare.
Student counselling	One day per week allocated to pupil counselling through the Base 25 service. 28 pupils take part and improvements can be seen in attendance, pupils grades and their attitude to school. As this is a confidential service then sensitive information can not be shared.

Barriers to educational achievement

In the 2017 Autumn term school leaders met with middle leaders and teaching staff to discuss the barriers each individual learner may have at Perton Middle School. Taking into account the evaluation above and best practice from the Education Endowment Foundation Toolkit pupils identified with a particular need were assigned a Pupil Achievement Leader (PAL) where an improvement strategy was put in place for them. Examples of some barriers can be seen in the table below.

Barrier	Strategy
Low self-esteem / confidence	Small group intervention to boost reading and writing achievement
Medical absences	Extra phonics support with HTLA to help catch up.
Gaps in phonic knowledge	Phonic support and placed on a dyslexia programme with a trained TA
Negative attitude to reading	Small group reading with an English teacher
Behaviour and aggression	Provision of a PSP to help engage learning
Low numeracy ability	Small class intervention, In class support.
Lack of support at home	Attendance at homework club and equipment to use at home.
Low attendance	Support from the LST and EWW. Support to attend clubs and trips.
Speech and language	Teaching and learning training to staff on chunking and scaffolding.
Lack of resources	Purchase uniform, equipment and books
Low aspirations	Academic mentoring, Peer mentoring for more able PP students, Pupil Achievement Leaders, appraisal targets for all students for PP students

Review of the pupil premium strategy

The effectiveness of the pupil premium strategy is regularly reviewed and this is recorded in the termly "pupil premium update", which is presented to the Governing Body each term.

Strategy for use of the Funding and statement for 2017/18

Actions (Hours per week)	Planned Costs	Strategy	Strategy indicator / Reason	Impact Spring 18
4 hours (2 with Year 5 and 2 with year 6) English reading with TA	£8,997	Providing small group work for students by Teachers, Higher Level Teaching Assistants and Teaching Assistants	1	
5 hours of Key skills support with a TA	£4,998	Allocating extra time for pupils to access reading, writing, SPAG and maths in a small group environment with a TA.	1	
2 hours Homework support	£2,864	Provide a purposeful learning environment to complete homework uninterrupted and with support if required.	2	
2 hours of small group English and Maths tuition with a teacher KS2	£4,297	Allocating time with a teacher to reinforce content taught and develop skills.	1	
4 hours of small group Maths tuition with a teacher KS3	£7,161	Allocating time with a teacher to reinforce content taught and develop skills.	1	
1 hour of small group English and maths tuition with a teacher KS3	£2,148	Allocating time with a teacher to reinforce content taught and develop skills.	1	
3 hours small group reading support	£4,297	Providing time for pupils to read outside of the classroom with an adult and focus on comprehension.	1	
Provide a parent workshop to help embed positive learning principles	£2,148	Offer parents / carers the opportunity to work with teachers in providing improved learning opportunities outside of the classroom.	1,2 and 4	

Additional PE apprentice who will also support in English and maths.	£1,074	Providing targeted intervention in PE lessons and support in English and Maths, whilst also establishing a nurturing role for vulnerable pupils.	1	
Educational resources and access opportunities including GCP revision books for year 6.	£5,595	Provide equipment and resources to TA's and pupils including access to music lessons, D and T ingredients and sporting clubs.	4	
5 hours support by a Pupil Achievement Leader (PAL)	£4,680	All disadvantaged pupils to have a PAL who will monitor their progress, achievement, behavior and attendance over the year and put in place strategies to improve each element. See appendix A.	1 and 5	
Subsidised school visits to support learning, sporting or music events, residential and international visits.	£5,830	Provide the option of access to educational visits to enhance the understanding of subjects or allow pupils to experience a place or event.	3	
Motivational speakers / guests or external workshops	£2,805	Introduce pupils to role models, young leaders, inspirational figures or production groups to help motivate learning and foster a resilient attitude.	3	
Staff training from outside agencies to improve teaching and learning	£1,700	Train staff to keep up with the latest strategies and to develop their pedagogy.	1	
Support for purchasing uniform, sports kit and equipment/Laptop	£2,099	Provide pupils with the correct equipment to take full advantage of the opportunities	4	

		available to them and to show pride in their appearance.		
Mentoring to improve Attendance	£3,650	Working with external agencies to support students to raise attendance through house visits and attendance clinics.	5	
Student counselling	£1,250	Provide support for pupils which will build self-confidence, boost esteem and protect against vulnerability.	4	
Total	£68,404			

This shows that the funding allocated to pupil premium students (£68,404) this academic year will be more than the amount received (£63,790). This level of funding allocation will improve each strategy indicator for pupil premium students even further.

Strategy indicator; All our work with pupil premium students will be aimed at accelerating progress, moving students to age related expectations and then beyond.

- 1- **Providing focused teaching or support to improve progress and raise standards of achievement.**
- 2- **Providing a purposeful working environment to enhance classwork or the completion of tasks which are part of the extended school day.**
- 3- **Providing an educational or life time experience opportunity to improve the understanding of a subject or to engage in a new or exciting experience.**
- 4- **Provide equipment or resources which will enhance learning and improve progress and achievement through increased interaction.**
- 5- **Improve attendance and punctuality at school to enhance opportunity and raise progress and achievement standards.**

Measures for evaluating the impact of pupils premium funding in 2016/17

Strategy indicator	Focus	Impact evaluation measure
1	Providing focused teaching or support to improve progress and raise standards of achievement.	Expected progress measures and more than expected progress against targets in years 5,6,7 and 8.
		Attainment reaching the expected standard and higher standard against targets in years 5,6,7 and 8
		Expected progress and more than expected progress against National average in Year 6 SATs
		Attainment in Year 6 SATs reaching the expected standard and higher standard against national averages
		Year 7 catch up pupils meet the expected standard.

2	Providing a purposeful working environment to enhance classwork or the completion of tasks which are part of the extended school day	90% or above attendance at homework club
		No detentions for missed homework
		Progress and attainment increase in English and Maths.
		All of Strategy indicator 1
3	Providing an educational or life time experience opportunity to improve the understanding of a subject or to engage in a new or exciting experience.	Attendance at school is 90% or better, or at least showing an improvement after Autumn 2.
		Attendance on at least one educational visit and extra-curricular club.
		All of Strategy indicator 1
4	Provide equipment or resources which will enhance learning and improve progress and achievement through increased interaction	Attendance at school is 90% or better, or at least showing an improvement after Autumn 2.
		All of Strategy indicator 1
5	Improve attendance and punctuality at school to enhance opportunity and raise progress and achievement standards	Attendance at school is 90% or better, or at least showing an improvement after Autumn 2.
		Average attendance each term is above 90%
		No fixed term, repeat, or permanent exclusions.
		Punctuality is at 98% or better, or at least shows an improving trend each term.

APPENDIX A

Pupil Achievement Leaders

Objective: to monitor and report on the performance of disadvantaged students each half-term.

Monitoring

Leaders should track their students in a number of fields, including:

- Attendance
- Academic outcomes
- Behaviour
- Intervention impact

They should flag the need for timely intervention in any of these areas and prepare a half-termly report to present to SLT, analysing factors intended to diminish differences. Input from students should be included in the form of questionnaires, interviews or film.

Impact

- Regular monitoring should ensure that the profile of students remains high and that staff are held accountable for their performance.
- We should be able to identify effective and ineffective intervention promptly, enabling a re-evaluation of provision where necessary.
- The outcomes for these students should improve along with insight in to effective intervention techniques and ways to traverse or remove barriers to learning.

Pupil Achievement Leader

NAME:	TUTOR GROUP:
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CONTEXT	
GENDER:	ETHNICITY:
PUPIL PREMIUM: YES/NO	IF YES: FSM/EVER 6/LOOKED AFTER/MILITARY

STARTING POINT:		
DATE:	ATTENDANCE:	LATES:
BEHAVIOUR POINTS:	ACHIEVEMENT POINTS	OVERALL:
EXTRA CURRICULAR CLUBS:		
CLUBS AND INTEREST OUT OF SCHOOL:		
BARRIERS TO LEARNING AT HOME:		

PROGRESS: DEVELOPING D /EXPECTED E /ABOVE A					
	SUMMER 16		AUTUMN 16	SPRING 17	SUMMER 17
ATTENDANCE					
LATES					
+/- POINTS					
DETENTIONS					
READING					
WRITING					
SPAG					
MATHS					

PROGRESS: DEVELOPING D /EXPECTED E /ABOVE A

SUBJECT	SUMMER 16	AUTUMN 16	SPRING 17	SUMMER 17
ART				
CITIZENSHIP				
D AND T				
FRENCH				
GEOGRAPHY				
HISTORY				
ICT				
MUSIC				
PE				
RE				
SCIENCE				

THE PUPIL'S STORY

The pupil was given some sentence starters to answer the following questions.

Do you know if you made progress in your subjects? In particular, which ones and how do you know?

Who/what has helped you make progress?

In which lessons do you feel you need more support and how would this happen?

PUPIL ACHIEVEMENT LEADER STORY

Initial thoughts on barriers to learning and priorities for the year ahead

TIMELINE: State here the interventions and meetings you have with the pupil.

DATE	ACTION	BY WHOM	OUTCOME
