

Pupil premium strategy statement 2020-21



1. Summary information						
School	Walton Priory Middle School			Date of most recent PP Review	Nov 2015	
Academic Year	2020-21	Total PP budget	£95680.00	Date for next internal review of this strategy	June 2021	
Attendance 2019-20	PP: 94% Non-PP: 96%					
<i>*Figures updated in November 2020</i>	No. of pupils	No. of pupils eligible for PP	No. of pupils eligible for forces premium	No. of pupils who are PP and SEND	No. of PP Persistent Absentees	
Year 5	127	20 (15.7%)	1	5 (25%)	4 (20%)	
Year 6	112	20 (17.8%)	0	6 (30%)	2 (10%)	
Year 7	137	24 (17.5%)	1	6 (25%)	3 (12%)	
Year 8	145	26 (17.9%)	1	6 (23%)	8 (31%)	
Total	521	90 (17.2%)	3	22 (23.9%)	17 (19%)	

2. Most Recent Validated Performance Data - SATs 2018-19					
	<i>Pupils eligible for PP (school)</i>	<i>PP and SEND (school)</i>	<i>Non-PP (school)</i>	<i>Whole Y6 (school)</i>	<i>National Average</i>
% achieving in reading, writing and maths (KS2 SATs 2019)	24%	11%	59%	53%	65%
% Attainment in reading – expected standard or better	38%	25%	72%	66%	73%
Average progress in reading (KS2 SATs 2019)	-4.85	-4.2	-1.83	-2.4	
% Attainment in writing – expected standard or better	58%	38%	77%	73%	78%
Average progress in writing (KS2 SATs 2019)	-0.96	-2.14	-0.1	-0.36	
% Attainment in mathematics – expected standard or better	38%	13%	68%	62%	79%
Average progress in mathematics (KS2 SATs 2019)	-5.85	-6.05	-3.38	-3.9	

3. Estimated Internal EOY KS2 Attainment Data – 2019-20						
	<i>Pupils eligible for PP (school)</i>	<i>PP and SEND (school)</i>	<i>Non-PP (school)</i>	<i>Whole School (Spring 2020 – AP2)</i>	<i>Whole School (Estimated EOY 2020)</i>	<i>National Average (SATs 2019)</i>
% Attainment in reading – expected standard or better	37%	17%	60%	74%	91%	73%
% Attainment in writing – expected standard or better	29%	8%	51%	61%	87%	78%
% Attainment in mathematics – expected standard or better	49%	21%	63%	62%	69%	79%

4. Barriers to future attainment to be addressed (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school such as poor literacy or numeracy skills</i>)	
A.	To improve attainment and progress in KS2, particularly in mathematics
B.	To improve the implementation of interventions for PP pupils, including the more able
C.	To ensure that all PP pupils make good progress, with examples of accelerated progress for pupils on ‘catch-up’
External barriers (<i>issues which also require action outside school such as poor attendance</i>)	
D.	To support, promote and maintain pupils’ social and emotional well-being, and attitudes, and behaviour for learning
E.	To address inequalities in terms of resources, environment and parental support for home learning (including homework, revision and remote learning)

5. Planned expenditure					
Academic year		2020-21			
Demonstrate below how the school is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
A. To improve attainment and progress in KS2, particularly in mathematics					
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Success Criteria
<p>Small class sizes in all KS2 classes (average 23 pupils).</p> <p>Catch up classes in Y7 and Y8 (7RH, 8SB-formally 7TK)</p>	<p>The EEF has shared its findings on smaller class sizes – class size of 15-20 has the most positive impact on results.</p> <p>Attainment KS2 SATS 2019: RWM combined:53% Reading: 66% Writing:74% Maths:61%</p>	<p>Progress Leaders, Pastoral Leaders and Transition Lead use prior data and information from first schools along with baseline assessments to appropriately group children.</p> <p>Faculty and Progress Leaders complete detailed data analysis follow assessments and testing and share findings and next steps.</p> <p>Faculty Leaders – monitor curriculum and T&L – learning walks and work scrutiny</p> <p>SLT line management meetings are held weekly/ fortnightly with Progress and Faculty Leaders to hold middle leaders to account.</p>	<p>JW/Ach SC</p> <p>JW/Ach NB/OA</p> <p>NB/OA</p> <p>JW</p>	<p>Half termly</p> <p>Each assessment point</p> <p>On-going</p> <p>On-going</p>	<p>Close the gap in attainment and progress between disadvantaged and non-disadvantaged pupils in Reading, Writing and Mathematics.</p> <p>Ensure that data is robust and monitored so that staff are kept regularly updated.</p> <p>Curriculum is enhanced to address any gaps found through data drops or book trawls.</p> <p>Resources and materials are relevant and challenging enough to make progress and raise attainment.</p>
<p>Introduction of focussed extra maths lessons in KS 2</p>	<p>KS2 Maths data 61% Highlighting gaps and good teaching should raise attainment.</p>	<p>Faculty leaders to use question analysis data to highlight gaps and assign tasks accordingly.</p> <p>Lessons once a week and a weekly homework.</p>	<p>NB/AM ACH</p>	<p>Half termly</p>	<p>Improve the attainment and progress of disadvantaged pupils in Mathematics to close the gap.</p> <p>Data is used effectively to inform teaching staff.</p> <p>Resources and materials are relevant and challenging enough to make progress and raise attainment.</p>

CPD sessions and coaching trios to share good practice. Work with the Primary and Secondary Hubs.	EEF toolkit shows improvements in quality first teaching have the greatest effect on children's learning	Faculty Leaders, Progress Leaders -monitoring of data, learning walks, work scrutiny and updating schemes of work.	NB/AM JW/ACH OA/MP	ongoing	<p>Improve the attainment and progress of disadvantaged pupils in Reading, Writing and Mathematics to close the gap. Coaching trios identifying good practice through observations and introducing them into their own lessons. Observed through pupil voice.</p> <p>Children demonstrating a greater understanding of work taught. Impact will be seen through book trawls, data, and pupil voice. Successful liaison with the Primary and Secondary hubs and new information implemented into lessons. Book trawls</p>
				Total budgeted cost	£56,000.00
B. To improve the implementation of interventions for PP pupils, including the more able					
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Success Criteria
National Tutoring Programme- Pearson Tutoring Programme for Y6.(£2500)	Baseline data and EOY data indicates that some disadvantaged pupils are at risk of not meeting targets set from KS1.	Monitor the impact of the tutoring programme. Monitor the resources used by the Tutoring Programme. Ensure correct pupils are enrolled.	JW	Completion of the tutoring programme.	Improve the attainment of disadvantaged pupils in Maths or Reading. Narrow the gap between disadvantaged and non-disadvantaged pupils.

<p>In school targeted interventions programmes -Better Reading, Record Breaking Comprehension for GD pupils. Maths targeted catch up. Maths Breakfast Club English breakfast club Same day intervention</p>	<p>Baseline data and EOY data indicates that some disadvantaged pupils are at risk of not meeting targets set from KS1.</p>	<p>Effective use of assessment data to correctly identify 'at risk' disadvantaged children. Monitoring of quality of resources and delivery of interventions. Monitoring of STAR data</p>	<p>JW/Ach NB/OA JW/Ach NB/OA</p>	<p>On-going</p>	<p>Improve intervention so that it shows clear impact on progress and attainment data.</p> <p>Data will show that intervention is having a positive impact on attainment data and that pupils are achieving their expected outcomes.</p> <p>Allow pupils who were not on track to meet their targets to be identified and given appropriate intervention.</p> <p>Outcomes of interventions will be reviewed to show the impact on attainment and progress.</p> <p>Materials presented are of a good enough level and quality to enable pupils to learn effectively.</p>
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Total budgeted cost					£29,000
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C. To ensure that all PP pupils make good progress, with examples of accelerated progress for pupils on 'catch-up'

Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Success Criteria
<p>Teachers correctly identify gaps in knowledge and understanding so that pupils make accelerated progress.</p>	<p>EEF research reveals that high expectations and effective AfL are key strategies to improve progress and attainment.</p>	<p>Effective tracking and monitoring. Pupil Progress meetings Completion of Know Your Class.</p>	<p>NB/AM OA/MP JW/ACH</p>	<p>On-going After data drops</p>	<p>The difference between the PP and Non-PP children will be diminishing. Data is used effectively to inform planning.</p> <p>Materials presented are of a good enough level and quality to enable pupils to learn effectively. High expectations of both staff and pupils to raise attainment. Evident through pupil voice and work scrutiny.</p> <p>That data clearly shows that pupils have made good progress either through good first quality teaching or intervention.</p>

Supplying KS2 SAT revision books.	Removing barriers to learning	All PP have access to the revision material.	JW	On going	Improvement in PP attainment and progress data. Pupil's performance in the KS 2 Sats will demonstrate improvement over the data drops and areas of concern to be addressed. Parents will have a greater understanding of what their child is learning and engage positively with the school.
Tracking of PP pupils is robust and rigorous, and findings are shared with staff.	Improved features of iTrack will be effective to analyse data and highlight weaknesses.	Faculty Leaders, Progress leaders - at each assessment point -analysis of I track assessment data and test results.	NB, OA, JW, ACH	Half termly/ at each assessment point	Improved monitoring and tracking of disadvantaged pupils leads to improved outcomes. Gaps between disadvantaged and non-disadvantaged pupils are closing. Staff use and implement changes according to the findings presented in Pupil Progress Meetings. Observations through book trawls. I Track is updated regularly- updated date to show percentage of pupils on track to achieve age related expectations. Children falling behind to be identified quickly and issues addressed.

Total budgeted cost					£3,500
D. To support, promote and maintain pupils' social and emotional well-being, and attitudes and behaviour for learning					
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Success Criteria
Subsidy of school trips by 50% for all disadvantaged pupils.	Remove barriers to exclusion.	All PP have access to the wider curriculum on offer.	JW	In advance of all trips.	Access to extra- curricular enrichment opportunities and trips to broaden horizons. All PP pupils will have been involved in all areas of school life to enhance learning opportunities. Monitored through pupil voice. That PP children have the opportunity to learn a new skill that may have been unachievable to them before.
Music tuition subsidised by 50% for first instrument.	Increased cultural capital as outlined in OFSTED handbook.	SC to encourage PP children to enrol for musical instrument lessons.	SC	Ongoing	
PP parents can apply for a grant towards uniform costs.	Remove barriers to learning.	PP have access to school uniform.	JW	ongoing	
PP children are chosen to take part in enrichment opportunities.	Government data shows that disadvantage children generally have a narrower experience of life.	PP children are chosen to take part in additional opportunities during school time. E.g. Careers, Tenner, Steam competitions.	HS	ongoing	Raise aspirations and life enhancing opportunities. More PP pupils introduced to greater opportunities to enrich learning.
Total budgeted cost					£5,000
E. To address inequalities in terms of resources, environment and parental support for home learning (including homework, revision and remote learning)					
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Success Criteria

<p>Supplying KS2 SAT revision books. Printed homework if unable to access it remotely.</p>	<p>Removing barriers to learning</p>	<p>All PP have access to the revision material.</p>	<p>JW</p>	<p>On going</p>	<p>Improvement in PP attainment and progress data. Pupil's performance in the KS 2 Sats will demonstrate improvement over the year and will be on track to achieve age related expectations. That parents will have a greater understanding of what their child is learning and engage positively with the school. This will break down barriers that may exist. PP children to have paper copies of homework to enable reinforcement to happen. This will also reduce behaviour points for incomplete homework.</p>
<p>Liaison with parents so that PP pupils can engage with remote learning.</p>	<p>Removes barriers to learning.</p>	<p>Phone calls to parents. Calls to be logged on CPOMS.</p>	<p>JW, TK, HS</p>	<p>Ongoing.</p>	<p>Loan out Chrome Books to enable remote learning to take place if PP child is isolating. Work photocopied and dropped off by staff so that learning can continue. PP children to have paper copies of homework to enable reinforcement to happen. This will also reduce behaviour points for incomplete homework. That parents will have a greater understanding of what their child is learning and engage positively with the school. This will break down barriers that may exist.</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£2,180</p>