



Edwinstree Middle School. A Voluntary Controlled Church of England School

Pupil Premium Strategy Statement October 2016

1. Summary information and context

2. Planned spending for 2016-17

The pupil premium strategy is to look at each individual and put a programme into place to provide support for each child as an individual. Embedded within this approach is the Christian value of compassion.

Summary information					
School	Edwinstree Middle School				
Academic Year	2016-17	Total PP Funding April 2016 (2016/17 Delegated Budget)	Yr5 & Yr6 – 33 @ £1,320 Yr7 & Yr8 – 22 @ £ 935 Total = £64,130	Date of recent PP review	Dec 2016
Total number of pupils	Y5 94 Y6 110 Y7 105 Y8 112 Total 421 Pupils	Number of pupils eligible for PP	Y5 23 (24%) Y6 12 (11%) Y7 14 (13%) Y8 17 (15%) Total 69 (16%)	Date for next internal review of this strategy	March 2017

End of Key Stage Attainment 2016

Year 6	Pupils eligible for pupil premium (18)	Pupils not eligible for pupil premium (91)
% achieving at least expected in reading, writing and maths	10%	33%
% achieving higher standard in reading, writing and maths	0%	4%
Average progress in reading over KS2	-5.03	-2.03
Average progress in writing over KS2	-9.86	-5.61
Average progress in maths over KS2	-7.16	-5.23
When compared with non-pupil premium children nationally, our pupil premium children made less progress overall		

Our faith supports each individual at Edwinstree to flourish and challenges us to live life to its fullness



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Other areas of impact:

1. Allowed 69 pupils to access trips, swimming, and 29 pupils residential visits
2. Counsellor support for families, resulting in greater engagement in school from the parents
3. Equipment for class – based learning facilities

Use of pupil premium grant 2016-17

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
1.	Low prior attainment and a 'learned helplessness' attitude to learning
2.	Disengaged with reading/writing and being reluctant to read/write
3.	Many children are on the 'at risk'/vulnerable/ SEND register
4.	Progress for PP children not always as good as/better than non-pupil premium children
External barriers	
1.	Lack of support from family at home; a reluctance from parents to engage – at times resulting in poor attendance, poor home learning environments
2.	Significant family issues, resulting in being on the 'at risk' / CP register
Desired outcomes	
Success Criteria	
1. Reading and writing attainment and progress is accelerated for pupil premium children	1. Progress rates for reading and writing are greater than those who are non-pupil premium
2. More able pupil premium pupils achieve or exceed their 20% FFT target, demonstrating rapid progress	2. More pupil premium pupils achieve in greater depth expectations, showing evidence of rapid progress
3. Teachers use their knowledge of pupil premium pupils to ensure effective planning to ensure the progress of all individuals in the classroom, in particular the more vulnerable pupils.	3. Gaps between attainment for pupil premium pupils and non-pupil premium children is diminished in all subjects for all year groups
4. Pupils' gaps in knowledge for mathematics are identified and strategies ensure pupils make good or better progress from their starting points.	4. Pupil outcomes in maths are improved for all and pupil premium pupils' outcomes match those achieved by non-pupil premium pupils. Disadvantaged pupils' progress is the same as or better than non-pupil premium pupils in maths.



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Planned expenditure 2016

Quality first teaching for all					
Desired outcome	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?
1. Reading and writing attainment and progress is accelerated for pupil premium children	QFT for all subjects to use target sheets at the appropriate level for pupils to improve writing skills	Ofsted report 2016 Herts LA reviews 2016 PP report 2016 Y6 SATs outcomes 2016 Significant gaps in the outcomes for PP pupils showing across the board and progress is not rapid to address it in order to diminish the gaps.	Through regular and systematic book monitoring, looking specifically at pupils' opportunities for extended writing, feedback and pupils' response to feedback to evidence progress.	CM	Weekly meetings End of each half term
2. More able pupil premium pupils achieve or exceed their 20% FFT target, demonstrating rapid progress	All teachers to use the assessment data and FFT targets to plan effectively so that PP HA pupils are given the opportunities to work above national expectations, making rapid progress and achieving or exceeding their FFT targets. Each data analysis to	Ofsted report 2016 PP report 2016 Y6 SATs outcomes 2016 Evident gaps in the outcomes for PP HA pupils showing across the board and progress is not rapid to address it in order to diminish the gaps. School action plan addresses the need for	Through lesson observations, leaders' monitoring, and regular book scrutinies – leaders to systematically compare the level at which PP HA pupils are achieving at the same level or above as the non PP HA pupils	SA Faculty leaders	Every two weeks for book monitoring and following each data collection.



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	show progress and current attainment of PP HA pupils in comparison with other PP pupils	more able pupils to be further stretched and challenged in lessons.			
3. Teachers use their knowledge of pupil premium pupils to ensure effective planning to ensure the progress of all individuals in the classroom, in particular the more vulnerable pupils.	Each member of staff to have a booklet of pupil photos to show the PP pupils. Each member of staff to ensure all PP pupils are identified in mark books and seating plans. Each member of staff to plan effectively to take into consideration PP pupils' barriers to learning and support in lesson accordingly.	Ofsted report 2016 Herts LA reviews 2016 PP review 2016 Lesson observations	Through faculty leaders and line management. QA of planning and lesson observations, data and book monitoring – making comparisons of all pupil groups, including PP and PP HA pupils	SA Faculty leaders	Through line management meetings Regular faculty leaders' monitoring Data collections Book monitoring Pupil interviews
4. Pupils' gaps in knowledge for mathematics are identified and strategies ensure pupils make good or better progress from their starting points.	Gap analysis is undertaken for all year groups using standardised tests Groups in Y7 and 8 are reorganised to take the pupils' gaps into consideration. Training of all teachers of maths to take	SATs results 2015 and 2016 Herts reviews 2016 Ofsted report 2016 PP report 2016	Regular and systematic lesson and book monitoring by DK Meeting with JGT/SA/CM/EF 1x a week to discuss progress in maths, with a standing agenda item as progress of PP pupils	DK	Weekly meetings End of each half term



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	<p>priority, in particular the use of concrete, pictorial, abstract. DK (Leader of maths faculty) to undertake regular drop ins into lessons to ensure consistency of approach. Pupils to have in-class intervention where possible. Pupils to be withdrawn for Power of 2 sessions in regular, short meetings with trained HLTA.</p>					
					Total budgeted cost	£23,584



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Targeted support					
Desired outcome	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?
1. Reading and writing attainment and progress is accelerated for pupil premium children	Reading 1:1 PP intervention Writing identified pupils for withdrawal in small groups	Ofsted report 2016 PP report 2016 Y6 SATs outcomes 2016 Significant gaps in the outcomes for PP pupils showing across the board and progress is not rapid to address it in order to diminish the gaps.	Through LM with CM Regular 1x a week meeting PP as a standing agenda Rigorous analysis of data Evidence of monitoring to triangulate data QA systems in place to observe lessons and intervention processes	SA / CM	Through LM weekly March 2017, following Data 3 May 2017, following Data 4 July 2017, following Data 5
4. Pupils' gaps in knowledge for mathematics are identified and strategies ensure pupils make good or better progress from their starting points.	Pupils to be withdrawn for Power of 2 sessions in regular, short meetings with trained HLTA. The appointment of a maths HLTA to support DK with interventions across the school	SATs results 2015 and 2016 Herts reviews 2016 Ofsted report 2016 PP report 2016 Review of data and impact of 1:1 intervention 2015-16	Monitoring by DK Feedback to weekly meetings with JGT/SA/CM/EF	DK	Weekly meetings End of each half term
Total budgeted cost					£15,000

Additional Actual & Projected Expenditure from 2016/17 Pupil Premium Funding	£	%
Music fees and Educational Visits	10,000	15.6
Individual Misc Pupil Premium Support	4,046	6.3



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One to One Tuition	11,500	17.9
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