

Pupil premium strategy statement

1. Summary information					
School	Marden Bridge Middle School				
Academic Year	2018/19	Total PP budget	£142,780.00	Date of most recent PP Review	Sept 2018
Total number of pupils	557	Number of pupils eligible for PP	117	Date for next internal review of this strategy	January 2019

2. Current attainment (Yr6)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	26%	70%
% meeting Age Related Expectations in reading	48%	80%
% meeting Age Related Expectations in writing	87%	83%
% meeting Age Related Expectations in maths	39%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Teaching and Learning in English, especially in middle attaining sets.
B.	Teaching and Learning in Maths in all year groups.
C.	Response to feedback is less effective with PP eligible pupils
D.	Analysis shows higher numbers of Disadvantaged pupils (DP) have negative behaviours for learning in lessons compared to non-DP pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Higher numbers of PP eligible pupils have high absence rates
F.	Parental engagement with school is less successful with PP eligible parents
G.	Fewer PP eligible pupils read independently outside of school compared to non PP eligible pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Smaller gaps in core subjects at the end of year 5 compared to their baselines.	<ul style="list-style-type: none"> • Baseline data is moderated and verified externally. • Target Tracker analysis at each data capture shows reduced gaps in attainment between PP and non PP pupils. • PP focus to pupil progress meetings held by faculty leaders immediately following each data capture; actionable target driven outcomes following these. • Critical analysis of implementation of mixed ability teaching in maths in year 5 by HoD and HT • Successful reporting to governor standards committee on a half termly basis.
B.	Outcomes for disadvantaged pupils in SATS tests meet national averages for PP pupils. (ultimately to match national non PP pupils)	<ul style="list-style-type: none"> • Monitoring tools ensure that all teaching is at least good or better over time; any deviation from this is dealt with swiftly by faculty leader; monitored by PP champion. • PP champion checks that Faculty Leaders have ensured intervention groups are pre-populated in Target Tracker. • Intervention groups are planned around PP eligible pupils; these groups are effectively tracked using Target Tracker • Intervention officers are directly responsible for pupil progress as specified in Appraisal success criteria.
C.	PP attendance is improved to school target of 95%. PP persistent absence reduced to match non PP pupils.	<ul style="list-style-type: none"> • Attendance officer produces RAG lists of attendance monthly • Attendance listed as standing agenda item on fortnightly year group meetings • HoY direct class teachers to contact home when attendance slips below 95% • HoY Youth Strategy Meetings held fortnightly with SLT to follow up actions • HT and PP champion hold monthly meetings to monitor actions and hold HoY to account.
D.	Reduced numbers of internal exclusion and removes for PP eligible pupils.	<ul style="list-style-type: none"> • HoY monitors Pastoral Concern Log to flag any pupils repeatedly failing to meet behavioural expectations. • 3 removes will result in HoY contact with pupil to ascertain specific barriers • Minutes of year group meetings focus on PP pupils causing concern with actionable target driven outcomes • Case conferences are held for more serious pupils of concern involving outside agencies where appropriate.
E.	Improved parental engagement, including attendance at parent events for PP eligible pupils, english and maths booster sessions.	<ul style="list-style-type: none"> • Parents of PP eligible pupils will be phoned directly if they do not respond to initial invitations. • Parents who do not attend on the night will be contacted and offered a secondary appointment. • Failure to attend the secondary appointment will result in home visits/phone calls.

5. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of 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?
Smaller gaps in Reading and Writing at the end of year 5	Implementing actions from Alex Quigley's Vocabulary Gap	DfE: research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words).	<ul style="list-style-type: none"> Strategies specified in appraisal targets for English teaching staff Good practice shared in CPD for foundation subjects to ensure cross curricular implementation. In depth scrutiny at each half term of class teacher books. Half termly SLT scrutinies to moderate Faculty Leader judgements. 	WD	Termly with each data capture.
Outcomes for disadvantaged pupils in SATS tests meet national averages for PP pupils.	Reiterating inference training and implementing skills into foundation subjects	DfE: inference training raised performance in less skilled comprehenders by 20 months, while comprehension practice had resulted in an improvement of 10 months.	<ul style="list-style-type: none"> LA will deliver inference training to whole school in Autumn term Member of English team allocated to each faculty to ensure quality of provision in foundation subjects. 	WD	Termly, with each data capture.
Smaller gaps in Maths at the end of year 5	Mixed ability groupings established in year 5	EEF: Overall, setting or streaming appears to be detrimental to the learning of mid-range and lower attaining learners. On average, it does not appear to be an effective strategy for raising the attainment of disadvantaged pupils, who are more likely to be assigned to lower groups.	<ul style="list-style-type: none"> Faculty CPD time allocated to joint planning Half termly work scrutinies carried out with a PP focus to ensure work is matched to pupils needs through effective AfL driving progression. Half termly SLT scrutinies to moderate faculty leader judgements. 	KF	Termly with each data capture.
PP attendance is improved to school target of 95%. PP persistent absence reduced to match non PP pupils.	Heads of Year monitor implementation of in school attendance strategy	DfE: As overall absence levels increase the average percentage of pupils achieving different levels of attainment at the end of KS2 decreases.	<ul style="list-style-type: none"> Attendance of DP pupils improves to school target of 95% Attendance officer produces RAG lists of attendance monthly Attendance listed as standing agenda item on fortnightly year group meetings HoY direct class teachers to contact home when attendance slips below 90% HoY Youth Strategy Meetings held fortnightly with SLT to follow up actions 	RT/ HG/ NM/ JT/ PBC JI	Termly with each Attendance report.
Total budgeted cost					£85,771

ii. 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?
Outcomes for disadvantaged pupils in SATS tests meet national averages for PP pupils.	Success @ Arithmetic programme implemented in year 6 and year 5, focused at PP pupils.	<ul style="list-style-type: none"> Pupils made an average Number Age gain of 14.5 months in 4 months. 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic. 	<ul style="list-style-type: none"> Intervention group pupils will be selected by Faculty Leader Bespoke groups created on Target Tracker to track intervention and impact of extra time. Faculty Leader to drive to improve the quality of intervention through monitoring, feedback and sharing of good practice. All colleagues providing intervention will be observed twice in the first half term. Autumn term focused at yr6 pupils identified as falling behind age related expectations at the end of year 5 using TT data. Spring Term split between Yr5 lowest attaining and Yr6 borderline pupils. Summer Term focused at Yr5 pupils at risk at falling behind. 	AMH/JD Monitored by KF	With each data capture, and at the end of each intervention cycle.
Outcomes for disadvantaged pupils in SATS tests meet national averages for PP pupils.	Inference intervention groups are targeted at PP pupils in key year groups	In reading, small-group teaching can sometimes be more effective than either one-to-one or paired tuition. (variability in findings suggests that the quality of the teaching in small groups may be as or more important than group size.)	<ul style="list-style-type: none"> Intervention group pupils will be selected by Faculty Leader Bespoke groups created on Target Tracker to track intervention and impact of extra time. Faculty Leader to drive to improve the quality of intervention through monitoring, feedback and sharing of good practice. All colleagues providing intervention will be observed twice in the first half term. 	AT/JSt Monitored by WD	
Improved attendance at parent events for PP eligible pupils including english and maths booster sessions.	Increased contact with parents ahead of key events.		<ul style="list-style-type: none"> Parents of PP eligible pupils will be phoned directly if they do not respond to initial invitations. Parents who do not attend on the night will be contacted and offered a secondary appointment. Failure to attend the secondary appointment will result in home visits/phone calls. 		
Total budgeted cost					£40,601
iii. Other approaches					

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?
Reduced Gaps in foundation subjects	DP funding pot available to faculties from April 2019	Subject specific issues leading to DP underperformance can be addressed in a methodical and monitored way.	Applications must include: <ul style="list-style-type: none"> • Rationale, Success Criteria, measurable progress indicators. • Specified pupils who will be affected identified on TT for data analysis. • RAG rated impact reviewed periodically with SLT 	Jl	
Reduced numbers of internal exclusion and removes for PP eligible pupils.	Heads of Year monitor implementation of in school behaviour strategy	EEF: Specialised programmes which are targeted at students with specific behavioural issues shown to improve outcomes by up to 3 months.	All HoY will be line managed by the same person next year to ensure consistency. Written into PM targets: <ul style="list-style-type: none"> • Using year group meetings to ensure RAP sheets are being updated and adhered to. • Use of DP data analysis tools to monitor gaps in their year group. • PCL analysed to monitor % of DP pupils logged (RT) • PCL used to record active mentoring where required. • % of DP entries for behaviour/Remove are reduced by 10% from this year. • Rapid implementation of external support mechanisms (TRAX/Ed Psych/NTSSC) 	HG/ NM/ JT/ PBC	
Improved analysis of Pupil premium leadership and implementation of strategy	Undertaking a Pupil Premium review.	Recommendation from LA Pupil Premium champion following review June 2018	<ul style="list-style-type: none"> • Review to be undertaken in September 2018 • Action plan generated from review will be adapted to in school priorities • Action Plan to be reviewed by governors. 	Jl	
Total budgeted cost					£16,408

6. Review of expenditure				
Previous Academic Year		Evaluation of last year's Action plan to be found here		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
ii. Targeted support				
Desired outcome	Chosen action/approach	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
iii. Other approaches				
Desired outcome	Chosen action/approach	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
7. Additional detail				
In this section you can annex or refer to additional information which you have used to inform the statement above.				