

## Pupil premium strategy statement

1. Summary information					
School	Marden Bridge Middle School				
Academic Year	2017/18	Total PP budget	£141,725	Date of most recent PP Review	March 2014
Total number of pupils	488	Number of pupils eligible for PP	121	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	31%	60%
% making progress in reading	56%	71%
% making progress in writing	72%	79%
% making progress in maths	59%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Analysis shows higher numbers of Disadvantaged pupils (DP) pupils have negative behaviours for learning in lessons compared to non-DP pupils.
B.	Change in routines for in year transfer pupils, and yr7 admits, leads to slow academic progress initially.
C.	Attainment gaps in Reading (specifically concerning inference) and Numeracy
<b>External barriers</b>	
D.	Low attendance rates as a cohort.
E.	Low parental engagement with DP cohort.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Closed attainment gaps over the four years attending MBMS	Exit data moderated by external partner
<b>B.</b>	Increase in pupils numeracy/reading skills in KS2	Year 6 SAT and Teacher assessments
<b>C.</b>	Increase in Disadvantaged pupil attendance	Improves to national average and beyond
<b>D.</b>	Improve Disadvantaged pupil behaviours for learning in the classroom	Reduction in removes recorded

5. Planned expenditure					
Academic year	2017/18				
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?
Improved outcomes in literacy.	Appointing extra staff to create more diverse expertise and improve teacher pupil ratios.	EEF: Reducing class size can result in around 3 months additional progress for pupils, on average.	Performance Management; Work Scrutinies; Learning Walks. Outcomes for DP pupils in summative assessment monitored.	FL/WD	With each data capture; summative July 2018
Improved outcomes in numeracy.	Appointing extra staff to create more diverse expertise and improve teacher pupil ratios.	EEF: Reducing class size can result in around 3 months additional progress for pupils, on average.	Performance Management; Work Scrutinies; Learning Walks. Outcomes for DP pupils in summative assessment monitored.	NM/JSh	With each data capture; summative July 2018
<b>Total budgeted cost</b>					£85,590
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?
Fewer DP pupils removed from lessons.	Direct behavioural mentoring.  Peer mentoring systems established.	EEF: Specialised programmes which are targeted at students with specific behavioural issues shown to improve outcomes by up to 3 months.	HoY to monitor implementation of renewed pastoral expectations. Monitoring of remove/behaviour records. Pupil Voice on effect of peer mentors.	Jl; HoY;  VC; FV	December 2017  Half Termly reviews of mentoring logs;
Improved inference skills and numeracy gaps close.	Small group and 1:1 intervention	EEF: Small group tuition shown to improve pupils outcomes by up to 4 months.	Faculty Leaders ensure that intervention is focused on DP pupils.	WD/JSh	December 2017 for groupings, July 2017 for impact.
<b>Total budgeted cost</b>					£71,292

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?
Improved punctuality and attendance	Opening Breakfast club in Sports Hall; hiring sports coaches and targeting individuals	EEF: Sports participation (+2 months), extending the school day (+2 months).	Monitor attendance; Extend invitations to vulnerable pupils.	PBC & ANO	December 2017
Pupils are equipped and ready to learn	Equipment provided for all pupils at the start of each term	Pupils who are equipped for lessons will lose less learning time. Reinforcing expectations leads to greater consistency throughout school.	Pupil and staff voice to measure impact.	Jl	October half term.
In year transfer pupils (and yr7 admits)	Induction protocol for staff to follow; induction profile developed for pupils in school.	It has been estimated that <a href="#">2/5 pupils fail to make expected progress</a> in the year immediately following a change of schools.	Pupil and Parental voice surveys to measure impact of strategies.	JT/HoY/ Admin team	Ongoing.
Improve cultural capital	Eliminating PP absence from extra-curricular trips.	EEF: Arts based participation can have up to +2 months impact on progress.	Trips can be subsidised by negotiation; Using EVF4 form from Sept as written permission for all trips.	SL/Jl	Ongoing.
<b>Total budgeted cost</b>					£6,830

## 6. Additional detail

Barriers to learning were identified as a part of whole school CPD, [the summary of which can be found here](#).

All staff adhere to our [Disadvantaged Pupil Non-Negotiable Expectations](#); These are monitored via work scrutinies and learning walks.

Disadvantaged pupil outcomes are linked to staff appraisal targets to ensure accountability for all teaching staff.