

Voluntary Controlled Church of England School 1. A summary of information and context

Our Christian belief that all pupils are individual and that we have a role to support each child to find their wonderful and flourish, underpins our pupil premium work at the school. Our Christian value of compassion is used regularly to support our Pupil Premium families, and the individual students. As staff we have learnt that the value of endurance is key to supporting our students in overcoming their barriers to learning and to becoming resilient and successful in their school life and education.

This report is designed to help parents and our external audience understand how we have reviewed the impact of the 2017 – 2018 spend, that the current barriers to learning are for our Pupil Premium students, and how we plan to spend our budget this year to support those students to succeed in 2018 – 2019?

What is our context? Our Pupil Premium students arrive with us having spent until age 9 in the first school system in Buntingford and surrounding villages. We receive our students from over 20 different partner schools, although the majority feed into the school from the 2 first schools in Buntingford. On entry, the students have already completed two years of their Key Stage 2 learning and we have a year and half with students prior to them sitting their SAT exams. On entry, the Year 4 data from their first schools identifies a significant gap between the students' progress at the end of Year 4 and their Key Stage 2 predictions. For PP and SEND students, this gap in progress is wider than any other group of students. **Please ask for the accompanying historic entry data for our 2016 and 2017 entry cohorts.** Our Pupil Premium students also enter the school with a greater likelihood of a history of poor attendance, compared to non-Pupil Premium students and this is also impacting on their achievement.

Therefore, transition is a crucial focus for the school as it at these points that you can lose students and or parents. It is our PP and SEND who are often the most vulnerable during this transition stage, and in the last two years, we have begun to work with these students and families from April onwards, with our first school's permission. The divide between PP and their counterparts on entry is expansive in attainment and progress. For our PP to close the divide that has begun, post Key Stage 1 in their lower Key Stage 2 schooling, they need to make rapid progress in all year groups on entry into Edwinstree. For many students this progress is the equivalent to 3 years in the space of a year and half – if they are to achieve their end of Key Stage 2 targets.

Our PP students in all year groups except Year 7, do not produce more negative behaviour cards than their counterparts, however, we have a small cohort of very vulnerable students with SEND and PP, who are currently over represented in the red and yellow cards within our behaviour system.

With a current housing programme that will double the size of Buntingford within five years, and with each housing area providing social housing, Edwinstree is seeing an increase in Pupil Premium students in the lower years, and this is predicted to continue. The numbers of PP students with significant vulnerability, ie SEND and PP and or multi-agency input is also increasing. Case studies are available to external auditors on request.

What is our budget for PP this year and how do we plan to spend this money? How will we know if we have been successful? September 2018

What is our current budget for 2018 – 2019?

Summary information: Edwinstree Middle School Academic Year 2018-19 Total PP Funding April 2018 (2018/19 Delegated Budget)			
Academic year	2018 - 2019	Total PP Funding April 2018 (2018/19 Delegated Budget. Based on Oct 2017 Census)	£ Y5 & Y6 35 @ 1,320 Y7 & Y8 28 @ 935 <u>63</u> <u>72,380</u>
Total number of students	Y5 116 Y6 89 Y7 102 Y8 <u>116</u> Total <u>423</u> Pupils	Number of eligible pupils: 59	Y5 14 (12%) Y6 13 (14%) Y7 23 (22%) Y8 9 (8%) Total 59 (14%) of all students

How do we propose to spend this money?

Allocated spend	Detail	Budgeted costs	Success criteria
Small group tuition	Herts diagnostic testing from entry in Year 5. Intervention withdrawal programmes in all years focused on external interventions operating during tutor time in Term 1 and Saturday sessions. Classroom teachers involved.	15,000	- All PP students make rapid progress over the year.
Educational Visits	All parents were informed that they needed to apply individually for support for trips as opposed to a blanket payment. PP students have an option to be funded for our Educational enrichment activities including film club, drama club, robotics and computing club.	3,000	- PP students attend enrichment activities and have an opportunity to explore their talents. - PP students take equal part in leadership roles around the school.
Counselling / mentoring	Support for our most anxious and vulnerable students to improve attendance and build resilience and self-esteem.	5,000	- PP students are not over represented in any negative behaviour card groups and attend in line with their peers. For 2018

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			particular reference to our current Year 7. -
Learning Support Assistants	The creation of the Learning Zone and two key Learning Support Assistance with the aim to build resilience and form strong relationships with home for our most vulnerable. Supporting students emotionally so that they are ready to learn. LSA support to offer a bespoke with drawl programmes in number, fluency, reading to infer, handwriting, and speech and language support. Funding for an LSA to support home learning organisation and completion prior to school, during school and post school. This includes a PP breakfast.	42,000	- PP Parents feedback identifies increased Trust and regular use of the LZ to support their child. In particular our most vulnerable. - Specific interventions show rapid progress over a 6 week course, bespoke to the individual PP need. - PP students are not overrepresented in the numbers not completing homework. They resilience to try something difficult increases. Case study evidence.
Primary Liaison transfer	6, 2 hour sessions with our first school key stage 2 English and maths coordinators and SENCO's. Early liaison and transition meetings for PP and primary visits to all first schools in the Summer.	4,380	- PP students arrive with less of a gap between their learning and their counterparts with 50% as a minimum on track to reach their key stage 2 targets.
Misc. PP Expenditure	For example Taxi fares, breakfast and lunch – support for dyslexia glasses, uniform, milk, breakfasts.	3, 000	- Bespoke support to improve individual students learning.

What are the barriers to learning that we wish to address within our spend this year?

Desired outcome	Action plan	Rationale	How will you ensure that it is implemented?	Staff Lead	When will you review implementation
Increase in PP progress in maths to equal peers in Year 5 and 6 maths and to achieve rapid. A continued reduction in the gap between Key stage 1 assessment, our students	<ul style="list-style-type: none"> - Primary liaison meetings to agree curriculum plan and key areas for delivery. - Diagnostic testing from induction. 	Clear and coherent teaching plan across first schools with agreed essentials. Where gaps are found in key stage 1 curriculum holes filled from the outset.	Head of Department and Local Authority support work.	DK	October half term – no dip post assessment and December half term.

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entry data and their key stage 2 target.	<ul style="list-style-type: none"> - Review of schemes of work based on diagnostics. - Review of local primary schools achieving higher maths results what are they doing? 	Schemes are based on diagnostic tests.			
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Desired outcome	Action plan	Rationale	How will you ensure that it is implemented?	Staff Lead	When will you review implementation
<p>Further reduction in the gap between PP and Non PP attendance.</p> <p>Year 7 behaviour cards reduce for most vulnerable PP</p>	<p>Attendance strategy review with PP phoned on first day. Learning Zone liaison with vulnerable parents including multi vulnerability. Student voice to increase use of rewards to support attendance. Staff Educational research programme on Autism. AET training for key members of staff and then whole school.</p>	<ul style="list-style-type: none"> - Liaison work has proved most effective in supporting students to come into school. Battle ground with parents reduced and parents are able to bring students in without fear of judgement. - Autistic PP identified and whole schools strategy to support. 	<p>JG and Learning Zone team</p> <p>RH and SM and County Attendance officer.</p> <p>CM and Educational Research</p>	JG	Review of attendance each half term and attendance officer support.
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Peer PP become Leaders of the bespoke homework ambassadors and reading leaders and model this for others.	<ul style="list-style-type: none"> - Reading leaders identified and in place to support other students. - Leaders work alongside the LSA and lead teacher offering 10 minute reading sessions 3 times a week - Teacher of English timetable 2 periods a 	<ul style="list-style-type: none"> - Parent and pupils clear this is the first thing to go at home, often not the space or time to complete. School takes on the main reading programme for students. Training session for parents to support 	Head of English and Lead LSA to support	CM	November and February.

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	week to reading programme to support year 5 readers with LSA.	sustainability in future.			
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Interventions close the learning gap within a half term and support students to achieve rapid progress.	<ul style="list-style-type: none"> - CTI groups to include PP. - PP tracked and marked first for green pen response. - PP students first to intervention groups 	<ul style="list-style-type: none"> - Our data shows the impact that one to one intervention has on our students Saturday sessions and COWO. Tweaks made swiftly. 	<ul style="list-style-type: none"> - Identified through work trawl, learning observations and data. - Clear entry criteria for intervention and exit. 	AH's	<ul style="list-style-type: none"> - Each data collection half termly

What are your key success criteria?

- PP and Non- PP students attendance with outliers removed reduces again to 1% or below.
- All PP students make rapid progress in all subjects including Maths over the course of the year.
- Year 7 behaviour cards for PP reduce in number and frequency and are in line with their Non – PP peers.
- PP Parents attend Parents evening and there is no divide between their attendance and that of the Non – PP Carers and or Parents.