



**Edwinstree Middle School**  
**A Voluntary Controlled Church of England School**

1. A summary of information and context
2. Planned spend for 2017 – 2018

Our Christian belief that all pupils are wonderful and individual and that we have a role to support each child to flourish, underpins all of our pupil premium work at the school. Our Christian value of compassion is used regularly to support our Pupil premium families and we are clear that the value of endurance is key to supporting our students to 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 2016 – 2017 spend, and what 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.

**What is our context?** Our pupil premium students arrive with us having spent till age 9 in the first schools 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 primary 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 identifies a significant gap between in the students' progress against their Key Stage 2 predictions. Almost all students are not arriving on track to meet these predictions, however the gap for Pupil premium students in almost all cases, is bigger than Non Pupil Premium students. Please note, that a significant reason for this is the Key Stage 1 scores are based on the old national curriculum for one more year, and the Key Stage 2 predictions now relate to the new curriculum. Our Pupil premium students also enter the school with a greater likelihood of a history of poorer attendance compared to non-pupil premium students, and this is also impacting on their achievement.

Therefore transition is a key focus for the school, and in particular we work hard to get to know our most disadvantaged pupils and families and to build trust and relationships with them as quickly as possible. 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 May onwards, supporting them to visit the school and become familiar with our site and staff prior to attending the school.

In September 2016 a new Interim Head was appointed, (now permanent head) and the remainder of the Pupil Premium budget was altered from a spend that predominantly focused on enrichment and free trips for all pupil premium students and one to one transition to a range of alternatives focused on academic support. The report will outline this spend and our strategy for this year. Whilst we regret that this has meant some of our pupil premium have not attended extra-curricular trips, such as Shropshire and Normandy. The intensive focus on their English and Maths progress paid dividends last year, as the progress of Pupil Premium students' matched that of other students in the school. However, 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 in order to come close to their targets.

With a housing programme to double the size of Buntingford within five years, and with each housing area providing social housing, Edwinstree is seeing a growing increase in Pupil Premium students in the lower years, and this is predicted to increase further. The numbers of PP students with significant vulnerability is also increasing. Case studies available to external auditors on request.

**So what does our attainment data tell us currently? Our budget for Pupil premium students is summarised below:**

Summary information School Edwinstree Middle School Academic Year 2016-17 Total PP Funding April 2016 (2016/17 Delegated Budget)			
Academic Year	2016-2017	Total PP Funding April 2016 (2016/17 Delegated Budget. Based on Oct 2015 Census)	£ Y5 & Y6 33 @ 1,320 Y7 & Y8 22 @ 935 55 64,130
Total number of students	Y5 94 Y6 110 Y7 105 Y8 112  Total <u>421</u> Pupil	Number of eligible pupils: 66	Y5 23 (24%) Y6 12 (11%) Y7 14 (13%) Y8 17 (15%)  <b>Total 66 (16%)</b>
Summary information School Edwinstree Middle School Academic Year 2016-17 Total PP Funding April 2017 (2017/18 Delegated Budget)			
Academic Year	2017 - 2018	Total PP Funding April 2017 (2017/18 Delegated Budget. Based on Oct 16 Census)	£ Y5 & Y6 - 27 @ 1,320 Y7 & Y8 - 29 @ 935 56 62,755
Total number of students @ Feb 2018	Y5 86 Y6 94 Y7 111 Y8 <u>108</u>  <b>Total <u>399</u> Pupils</b>	Number of eligible pupils: 61	Y5 12 (13%) Y6 24 (22%) Y7 10 (9%) Y8 15 (14%)  <b>Total 61 (15%)</b>

**How successful was our 'spend' in diminishing the difference in attainment for pupil premium students and non-pupil premium students at the end of Key Stage 2?**

The attainment divide between pupil premium students and non-pupil premium students, remains significant and above the national average. Although our results improved as a cohort, last year there is still significant work to do to ensure that our pupil premium students are attaining in line with the national and beyond.

Key Stage 2 results Year 6	2016 % for cohort	Non PP	PP	2017 % for cohort	Non PP	PP	National 2017 %
RWM Expected	33			57			63
RWM GD (Greater Depth)	4			7.5			8.7
Reading	67			75			71
Reading GD	13			25			24
Writing	61			73			76
Writing GD	4			27			17.7
Maths	53			68			74
Maths GD	11			23			23
GPS	62			72			76
GPS greater depth	9			23			30

**How successful was our spend in diminishing the difference in progress from Key Stage 1 to Key Stage 2, for pupil premium students and non- pupil premium students?**

**Progress from lower school Key Stage 1 results to middle school Key Stage 2.**

KS2 FSM non FSM gap analysis	FSM	NON FSM	In school gap	School FSM6/ National Non FSM6 Gap = (A) (H)	In school gap compared to national gap
Cohort size	10	96			
Expected standards I RWM	20	60.4	- 40.4	-46.9	-20.3
Progress in Reading	-2.9	-1.8	- 1.1	-3.2	-0.
Progress in Writing	-4.4	-2.0	- 2.4	-4.5	-1.9
Progress in Maths	-7.9	-2.9	-4.6	-7.5	-3.7

On entry our pupil premium students are already falling behind their counterparts in the progress compared to non- pupil premium and this divide is not being shrunk fast enough in particular in Maths. Despite our PP students and Non PP students making rapid progress in year 6. Our current divide remains significantly higher than the national in reading, writing and maths. Please note our entry data shows this divide in progress is inherited from primary school. Our last year's data indicates that student need to make greater progress that is rapid throughout the year and a half with us, in order to have any chance to catch up the gap in progress we inherit from Key Stage 1. They need to be progressing at a more rapid rate than any other cohort of student in the school.

**Did the appointment of the new Head and the change in Pupil premium spend from September 2016 (one third of the way through the annual budget) make any difference to progress?**

Our assessment on appointment was moved to the Herts for Learning Steps system which all our partner lower schools used. Staff were trained externally in this process and our internal data was quality assured at 3 key collection points in the year by the Local Authority advisors for English and Maths. What our data and quality assurance show us is that from September to July 2016 – 2017 our Pupil premium in all groups matched the progress of non- pupil premium students. Within the year the measures that were put in place were reducing the learning divide between these students and others.

<b>Success criteria set 2016 September School improvement plan</b>	<b>Progress data by Year group</b>	<b>PP (0.5 is one step)</b>	<b>Non PP (0.5 is one step)</b>	<b>Met, not met or exceeded and evidence. Please see corresponding data tables.</b>
1) Progress rates for reading are greater or equal to non-pupil premium students.	Year 8 Year 7 Year 6 Year 5	1.4 0.8 2.1 1.7	1.5 1.0 1.8 1.7	In Year 6 and Year 5 progress rates in reading exceeded non pupil premium in Year 6 and equalled non pupil premium in Year 5 overall and for higher PP students. Progress in Year 7 Pupil premium students achieved just below the progress of non-pupil premium, however, the 2 higher students in Year 7 made no progress from December to June. Pupil premium students overall in Year 8 matched the progress of non-pupil premium except the higher PP students who were just behind in progress.
2) Progress rates for writing are greater or equal to non-pupil premium students.	Year 8 Year 7 Year 6 Year 5	2.6 2.0 1.9 1.5	2.7 2.0 1.9 1.6	In writing pupil premium students and higher pupil premium students almost matched the progress of non- pupil premium.
3) Progress rates for GPS are greater or equal to non-pupil premium students.	Year 8 Year 7 Year 6 Year 5	  0.9 1.0	  0.9 1.0	This was tracked separately from writing in Year 5 and Year 6. Pupil premium students equalled their counterparts in progress with one exception, the higher pupils in Year 6 progressed slightly less than their counterparts.
4) Progress rates for mathematics are greater or equal to non-pupil premium students.	Year 8 Year 7 Year 6 Year 5	1.3 1.9 2.5 1.5	1.5 2.0 2.7 1.7	Pupil premium progress in all Years tracked very close to the progress of the remainder of the cohort but at all points just slightly below.

**What did our LA audit or our Pupil premium data show us?** In October 2017 the school invited in a Pupil premium audit service to review our spend last year and they also recognised, “From the school internal tracking data provided there is strong evidence of progress having been made under the new leadership team with effect from September 2016. Reading, Writing, GPS and Maths assessments show the divide between pupil premium and non-pupil premium learners was narrowed and in almost all cases pupil premium learners were making the same progress as non-pupil premium learners. These assessments were quality assured by the Hertfordshire assessment team.”

In tracking our current year 5’s (start date 2017) and last year 5’s (start date 2016) we are clear that for students to reach their Key Stage 2 they need to make rapid progress in the year and half prior to their SAT exams.

**How did Pupil premium attendance compare to non- pupil premium last year?**

Pupil premium attendance remains a barrier to learning for a significant number of our students. This attendance is either chronically under a non- pupil premium for particularly vulnerable students and often goes hand in hand with a specific SEND need often Autism, ASD and or Asperger’s however, the remainder of pupil premium students are more likely to have irregular days off during the year. This is a huge area for us to address with parents on an individual basis.

**How did we allocate our money last Year Was this spend cost effective?**

**2017/18 Pupil premium funding was allocated in the following way:**

<b>2017/18 Pupil Premium Budget Allocation</b>	
	£
Pupil Premium Intervention -	7,000
PP English Books	6,377
PP Learning Support Assistants, Seno 2 <sup>nd</sup> & Learning Zone	42,838
Counselling	1,800
Misc. PP Expenditure – small spends to support individual students.	4,740
	<b>62,755</b>

**From September, under the new Headship the barriers to learning were assessed as: Please note green are highlighted as external barriers.**

- Extreme vulnerability and or family need – requiring counselling and parenting support.
- Gaps in learning for maths based around fluency in number and place value.
- Maths resilience and problem solving strategies.
- English basis sentence structure and GPS –
- English reading – limited opportunities at home to read, basic comprehension and later inference, and vocabulary limited.
- English writing – figurative language limited.
- Failure to complete homework due to poor organisation, parents willing but unable to help, no space or planned time at home to support students.

- Attendance at school – often missed days if an argument had occurred in school – parents did not trust the behaviour system and gave students time off.
- Attendance at school – transport problems.
- Attendance at school – specific extreme autism needs and violence in the home leading to parents feeling they could not get student into school and were embarrassed and ashamed to bring them in with this behaviour.

Small group tuition	This focused on withdrawal groups to address each of the maths and English barriers above. From January PP students along with catch up were offered after school and Saturday sessions to close the gap. Please see appendix for quotes on how the students feel about these sessions.	<b>15,620</b>
Power of 2 Maths Books	A resource spend to support the with drawl intervention to improve a number fluency and place value.	525
Music Fees	Year 5 students were able to continue for the year. All other students funding were given notification that this would be withdrawn from Christmas.	9,048
Educational Visits	All parents were informed that they needed to apply individually for support for trips as opposed to a blanket payment.	8112
Counselling / mentoring	Support for our most anxious and vulnerable pupil students to improve attendance and build resilience and self-esteem.	2,641
		<b>20,326</b>
<b>Learning Support Assistants</b>	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, ensuring that their attendance improves and that home and school are aligned in supporting the child to move forward. Supporting students emotionally so that they are ready to learn. Redirection and funding for training to support bespoke with drawl programmes in number fluency, reading to infer, handwriting, and speech and language support.	<b>22,500</b>
<b>Misc. PP Expenditure</b>	For example Taxi fares, breakfast and lunch – support for dyslexia glasses.	<b>4,084</b>
Carried Forward		1,600
<b>Total Expenditure</b>		<b>64,130</b>

#### What was the success criteria for the changes to PP funding in September?

- The divide between PP and Non PP student's progress disappears and the interventions support year 6 and year 7 to make rapid progress in English and maths this year.
- Pupil premium students succeed at completing their homework and do not fall behind in their work.
- The attendance of our most vulnerable students in the PP category improves significant to as close to the national as possible.
- Parents of Pupil premium students have a direct link with the school through the learning zone and bring students into school regardless of the defiant behaviours they are presenting.

### What worked what didn't?

- The offer of counselling and the creation of the learning zone significantly supported our most vulnerable PP and school refusers to attend school on a regular basis.
- Parents trust has increased significantly for our most vulnerable pupil premium and school refusal is now almost eliminated. Our PA SEND and PP students' attendance has improved in almost all cases due to family and the learning Zone working together.
- The 'Power of 2' maths intervention led to rapid progress although we saw this dip back in the summer and we need to look for strategies to retain this during this period.
- The reading intervention with the Upper 3 teacher were not specific enough so impact is harder to measure, reading ages went up but we are less clear as to how this relates to the new curriculum. Specific interventions with precise outcomes are now in place for September 2017.
- The PP attendance improved on a one to one basis but as a cohort still remains significantly below non pupil premium. Particular work needs to take place to move our 85 to 93% attendance students. Building resilience in these families is key and helping them to understand the damage of time out.
- The bespoke homework club operating for 4 or 5 students has improved individual confidence and resilience. Our Key Stage 2 and 3 students have requested additional sessions and these all take place outside of the normal learning day. Attendance has been strong at these with one exception. Work trawls show that student's resilience and commitment to learning has improved during the time they have been attending these sessions.

### What is our planned expenditure for this year April 2017 – April 2018?

#### Addressing internal barriers to learning:

Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented?	Staff lead	When will you review implementation?
Our most vulnerable student's attendance improves. Students are supported to overcome their family vulnerability and attend and succeed. Immediate and intimate contact with Family First and Social Care team to ensure that all external agencies are coordinated to support each child and their education.	Learning Zone staffing resourced through our PP funding.	<ul style="list-style-type: none"> <li>• Our PP students' vulnerability have increased significantly and they encompass school refusers and students most at risk of being below 90% attendance.</li> <li>• These students are most likely to request and have a genuine need for counselling, mentoring and self-esteem support.</li> </ul>	<ul style="list-style-type: none"> <li>• Budgets assigned in April.</li> <li>• PP pupils and families assigned to the team – two half termly reviews of progress.</li> </ul>	JG, and EF	<ul style="list-style-type: none"> <li>• Two half termly meets for safeguarding.</li> <li>• Two reviews of attendance pupils each half term.</li> <li>• Two reviews of PP interventions and use of the Learning Zone are we getting value for money?</li> <li>• PP tracker sheet updated half termly to review all interventions for each pupil.</li> <li>• Parents evening PP pupils met and needs discussed and agreed with parents.</li> </ul>

## Quality teaching for all

Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented?	Staff lead	When will you review implementation?
Our PP students are able to complete their homework and make progress in their learning. They avoid the spiral of no homework failure and avoidance. Students gain in confidence in how to work independently and how to record and organise their homework.	Learning support LSA is funded from the Pupil premium budget and assigned to support home learning session within school to support students to gain independence organisational skills	<ul style="list-style-type: none"> <li>- Pupil premium students had the most number of cards issued for no homework compared to their counter parts.</li> <li>- Pupil premium students were least likely to achieve merits for homework.</li> <li>- Pupil premium students when spoken to were least likely to have a work space and allotted time for homework.</li> <li>- Parent evening meetings identified a significant number of parents struggled to support their child in home learning.</li> <li>- Pupil premium students least likely to complete regular reading exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- JG and EF quality assure homework sessions.</li> <li>- JG and LSA meetings every two weeks to update on pupil progress.</li> <li>- Learning progression tracked to see impact.</li> </ul>	<b>JG and EF</b>	<ul style="list-style-type: none"> <li>• Every two weeks touch base report on each child and fully each half term.</li> <li>• PP tracker sheet updated half termly to review all interventions for each pupil.</li> <li>• Parents evening PP pupils met and needs discussed and agreed with parents.</li> </ul>

## Targeted intervention

Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented?	Staff lead	When will you review implementation?
Our PP student's barriers to learning are identified and addressed within a half term. The gap in current learning closes and they make rapid progress in English and Maths towards the national curriculum expectations.	Identification from Head of Department data analysis, work trawl. Specific intervention with class teacher in school day and or Saturday sessions. Both sets of interventions have a clear	<ul style="list-style-type: none"> <li>• Our PP students have the greatest gap in progress on entry to the school their lower Key Stage 2 primary work evidences a significant drop in progress greater than the remainder of the cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Department half termly identify students with their class teachers.</li> <li>• Parents informed.</li> </ul>	<b>DK and CM</b>	<ul style="list-style-type: none"> <li>• Every 8 weeks post data collections and triangulation of books and learning walks.</li> </ul>

	barrier to learning that is recorded and clear expected outcomes and impact. 8 week blocks then reviewed.				
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### Addressing external barriers to learning

Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented?	Staff lead	When will you review implementation?
Our PP student's barriers to learning are identified and addressed within a half term. Identification of previous primary learning that is not solidified and concrete and needs further intensive support.	Priority given to PP for LSA with drawl for short 10 minutes sessions based around need including power of 2, phonics, reading intervention. Intensive and repeated sessions over an 8 week period.	<ul style="list-style-type: none"> <li>The hike in national expectations with the new curriculum and no lead time has meant and partner schools have increased the speed in which they deliver the lower Key Stage curriculum.</li> <li>Our lower Key Stage 2 entry data does not match the work produced in their books in the September and October – the transition takes them backwards currently.</li> <li>Parents report at parents evening they are unable to provide support for their child in their learning predominantly in maths. We have reached a level of confidence where some have also shared they are not able to devote the time to reading at home.</li> </ul>	<ul style="list-style-type: none"> <li>SENCO and Heads of Department agree students and strategies and timetable each half term.</li> </ul>	EF, DK and CM	Reviewed with each data collection.

Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented?	Staff lead	When will you review implementation?
<p>HA ability students achieve at rapid progress in their core. HA ability students develop self-confidence, the ability to challenge and independence.</p>	<p>Specific students are identified for the self-esteem 8 weeks course. Identified students complete a building learning power course to develop their independence mixed ages. Specific students identified complete a drama / screen play reading, and explore and visit to the theatre – specific purpose improving interpretation of text and vocabulary.</p>	<ul style="list-style-type: none"> <li>- Observation HA students in work trawls less likely to use a range of vocabulary.</li> <li>- Parents’ evenings have identified a number of students who have low self-esteem and or confidence in learning.</li> <li>- Observation identify some of these students lack learning resilience and are likely to repeatedly give up when they don’t know what to do – focus on problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Threshold teacher identified and through line management meetings and performance management the theatre group tracked. Identified vocab test at the beginning and end of the course to evidence progress.</li> <li>- Threshold teacher assigned to building independence and time allocated within the timetable to deliver this. Monitored via line management meetings.</li> <li>- YCT worker assigned to self-esteem group for identified course specific techniques taught to support low self-esteem.</li> </ul>	<p>AH, GB and LS</p>	<ul style="list-style-type: none"> <li>- Half termly through the PP premium tracker sheet and line management meetings.</li> </ul>