



Pupil premium strategy statement 2020-21

1.		2. Summary information				
School	Penkridge Middle School			Date of most recent PP Review	Achievement for All. July 2016 PVAT Sept 2019	
Academic Year	2020-21	Total PP budget	£98,470 anticipated	Date for next internal review of this strategy	March 2021	
<i>*Figures updated in September 2020</i>	No. of pupils	No. of pupils eligible for PP	No. of pupils eligible for forces premium	No. of looked after children	No. of pupils who are PP and SEND	No. of PP Persistent Absentees
Year 5	116	18 (15.5%)	0	1	3 (2.58%)	0
Year 6	124	20 (16.12%)	1	0	8 (6.45%)	0
Year 7	111	22 (19.81%)	0	0	5 (4.50%)	0
Year 8	117	21 (17.94%)	0	0	3 (2.56%)	1
Total	468	81 (17.31%)	1	1	19 (%)	1

3. Current Attainment - SUMMER 2020 Teacher Assessment due to COVID19.					
	<i>Pupils eligible for PP (school)</i>	<i>PP and SEND (school)</i>	<i>Non-PP (school)</i>	<i>Whole School</i>	<i>National Average</i>
% achieving in reading, writing and maths (Summer 2020 TA)	35.7%	30.1%	42.4%	40.1%	65%
% Attainment in reading – expected standard or better	52.7%	43.2%	59.7%	58.7%	78%
Average progress in reading (Summer 2020 TA)	7.3	6.9	7.8	7.7	
% Attainment in writing – expected standard or better	51.3%	41.2%	61.6%	59.0%	73%
Average progress in writing (Summer 2020 TA)	7.2	7.8	7.4	7.3	

% Attainment in mathematics – expected standard or better	49.4%	43.5.7%	65.5%	62.4%	79%
Average progress in mathematics (Spring 2020 TA)	8.0	8.0	8.0	8.0	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Lack of interest or confidence in reading.				
B.	Students in some year groups are on SEN register / working below ARE.				
C.	Lack of knowledge and experience of the wider world leading to low aspirations and poor oracy skills.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Students unable to effectively access learning due to economic and social reasons during COVID19 leading to knowledge gaps.				
E.	Poor attendance or punctuality.				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)			Success criteria		
A.	There is a strong culture of reading across the school with all students accessing a range of fiction and non-fiction books, at the appropriate level, relevant to a wide range of subjects.		<p>Students are reading regularly in class-time and at home (evidence in organisers and recorded on Class Charts).</p> <p>GL New Group Reader reading ages show improvement.</p> <p>Big Cat reading scheme and Accelerated reader are implemented and embedded across the school.</p> <p>DEAR timetable will be observed weekly across the school in all lessons.</p>		
B.	The curriculum meets the needs of all learners including disadvantaged and those with SEND.		<p>Reasonable adjustments and appropriate scaffolding for disadvantaged and students with SEND.</p> <p>Learning by Questions is used to subject learners in core subjects.</p> <p>SENDCO NPQSL project will tackle reasonable adjustments through introducing provision map for Class Charts to produce student profiles which will support staff when planning reasonable adjustments.</p>		

<p>C.</p>	<p>All staff are using best practice to develop character, British Values, global goals and SMSC into all aspects of school life, as is our Visible Learning Communication Strategy (based on work of our Oracy Steering Group).</p>	<p>Students are enthused and confident learners, with an interest of their local and global community around them. Subject areas embed and promote natural links to global goals and British Values.</p> <p>A greater focus on oracy will lead to greater outcomes in writing. This will be supported through Talk the Talk staff training and the development of a school communication strategy.</p> <p>PSHE Jigsaw scheme of learning will cover British Values and SMSC for all learners.</p>
<p>D.</p>	<p>Identify and address students who were unable to effectively access learning due to economic and social reasons during COVID19 leading to knowledge gaps.</p>	<p>Students do not fall behind their peers. P6 booster sessions will be offered and attendance of vulnerable groups will be prioritised.</p> <p>Creation of the VLE to offer further home learning opportunities. Paper copies of lockdown tasks sent home to families with difficulty accessing resources to support home learning.</p> <p>Support with access to laptops/ICT.</p> <p>Wellbeing visits made by the EWO.</p>
<p>E.</p>	<p>Attendance of disadvantaged students is in line with peers.</p>	<p>Sims attendance data will show target is met.</p> <p>School EWO from Every Day Counts works with school to increase attendance of individuals through weekly meetings.</p> <p>Promote 100% attendance through rewards.</p>

5. Planned expenditure

Academic year **2020-21**

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

Classroom pedagogy & whole school strategies:

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
There is a strong culture of reading across the school with all students accessing a range of fiction and nonfiction books, at the appropriate level, relevant to a wide range of subjects.	Big Cat reading scheme in KS2	Mary Myatt research to show progress through high quality texts.	Monitoring of reading in class times and reading recorded on class charts.	AG	Termly through line management, subject meetings and whole school monitoring.
	Accelerated Reader used in all years.	All students will have online access to texts appropriate to their ability.	Competition of usage individually, in classes and year groups.	AG	
	Reading in morning class times.		Class readers bought for reading aloud session in class time and monitored through drop in cards.	AG	
	Books promoted in newsletter and in assemblies		Book club run by the literacy team.	SE	

<p>The curriculum meets the needs of all learners including disadvantaged and those with SEND.</p>	<p>Learning by Questions (LbyQ) is implemented into Core lessons. Key vocabulary is promoted across school through the curriculum and display.</p> <p>Student profiles are developed and shared with staff to make reasonable adjustments.</p>	<p>LbyQ has raised results in a number of other schools and gives students and teachers immediate feedback in lessons.</p> <p>Research from literacy trust and vocab ninja staff training.</p> <p>Visible learning shows teaching is most impactful when teachers have a secure understanding of each learners needs.</p>	<p>Vocab ninja resources signed up for and whole staff training received. Directed time used to build literacy displays across the school.</p> <p>LbQ used in core subject areas.</p> <p>Provision map will be established across the school.</p>	<p>LM</p> <p>LM</p> <p>CS</p>	
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<p>All staff are using best practice to develop character, British Values, global goals and SMSC into all aspects of school life, as is our Visible Learning Communication Strategy.</p>	<p>Lyfta is used in Y8 Thrive lessons, other lessons across school and in whole school assemblies.</p> <p>British Values and Global goals are mapped across curriculum.</p> <p>Whole school communication strategy developed.</p>	<p>British Council and Mary Myatt encourage the use of Lyfta as a high-quality resource.</p> <p>Success of School 21 & Talk the Talk.</p> <p>School oracy group developed.</p>	<p>Links to develop cultural capital are regularly used in lessons when there are authentic links to the curriculum and assemblies – evident in curriculum planning and monitoring.</p> <p>Oracy group to develop and share best practice with the wider staff body.</p>	<p>LM</p> <p>NF</p>	<p>Termly through line management, subject meetings and whole school monitoring.</p>
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<p>Identify and address students who were unable to effectively access learning due to economic and social reasons during COVID19 leading to knowledge gaps.</p>	<p>Catch-up lessons and P6 afterschool sessions to fill gaps.</p> <p>Ensuring ICT access or alternative to avoid missing home learning via the VLE.</p>	<p>The impact of the Coronavirus pandemic has had an impact on the progress made by young people. Those from disadvantage backgrounds will have suffered to a greater extent than their peers.</p>	<p>Subject leads to arrange planned catch-up topics to be delivered P6.</p> <p>Establish home access to ICT provision and offer support or alternatives to ensure children to not miss out on learning.</p>	<p>Subject leads LM</p> <p>AGR</p>	<p>Termly through line management, subject meetings and whole school monitoring.</p>
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i. 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
Attendance of disadvantaged students is in line with peers.	<p>Weekly EWO meetings to track attendance and intervene promptly.</p> <p>Employed pastoral manager to support with attendance.</p>	School provides a safe environment for all children and allows them to reach their full potential.	Weekly meetings arranged with EWO to scrutinise whole school attendance and act to ensure no students are persistently absent.	RC AGR JR	Termly through line management, subject meetings and whole school monitoring.
PP students are engaged in their literacy and maths learning.	<p>Y6 PP English LbyQ intervention Group.</p> <p>KS2 Cath-up period timetabled Autumn term.</p> <p>Targeted intervention maths group.</p>	<p>Focussed intervention to raise confidence and enthusiasm for PP students.</p> <p>Additional timetabled time to help support reading skills.</p> <p>Y6 Behaviour is carefully tracked on a weekly basis and problems are dealt with to create a purposeful learning environment.</p>	<p>Records of the interventions and results of mock SATS and SATS.</p> <p>Class Charts records of interventions.</p>	<p>AG TG</p> <p>RC AGR JH</p>	Termly through line management, subject meetings and whole school monitoring.

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ii. 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?

<p>All students have access to the wider curriculum.</p>	<p>Curriculum day trips and experiences are subsidised for PP, FSM and other vulnerable students.</p>	<p>So students that most need the enrichment activities don't miss out due to financial reasons.</p>	<p>Financial records</p>	<p>LB/LW</p>	<p>Termly</p>
<p>Total budgeted cost as of 10.09.20</p> <ul style="list-style-type: none"> • £8,8000 Books • £3,240 Educational psychiatrist • £2,710 Uniform, experiences and wellbeing support • £96,000 Learning support mentors /TA • £22,000 Behaviour support manager 					

In Year Impact & Governor Scrutiny	
<p>The SATs and PIRA/PUMA and GL data for all years is scrutinised termly at our Standards & Performance meetings attended by our headteacher.</p> <p>External scrutiny will help us to form effective next steps.</p>	NF
<p>Outcomes of all PP children will be scrutinised by Senior and Middle Leaders after Mock SATs to decide who needed further interventions. Results of the February mock SATS will be reported to MAT Governors by the head. Data and recommendations will be scrutinised by the MAT Standards & Performance Committee in the Spring term by the head.</p>	NF