



Pupil Premium Strategy Statement 2019-20

Our vision at Wellfield Middle School:

That all children have an equal entitlement, and should be provided with an equal opportunity to: achieve their academic potential; thrive socially; acquire new skills and abilities. The Pupil Premium funding will be used to help ensure that all children are provided with these opportunities. Teaching staff fully understand that it is their responsibility to provide these opportunities where needed through their everyday teaching practice as well as through intervention and enrichment. Our aspiration is for children funded by the Pupil Premium to outperform non-pupil premium nationally in all three areas of reading, writing and maths.

1. Summary Information

| | | | |
|----------------------------|-------------------------|--|-----------|
| School | Wellfield Middle School | Date of most recent PP review (external) | June 2019 |
| Total number of pupils | 334 | Date of next review | June 2020 |
| Proportion eligible for PP | 20% | Total budget | £67,565 |

Current Performance (2018-19)

| | <i>Pupil eligible for PP (national 2018-19)</i> | <i>Pupils eligible for PP (Wellfield 2018-19)</i> | <i>Pupils not eligible for PP (national 2018-19)</i> |
|---|---|---|--|
| % achieving expected or above in reading, writing & maths | 51% | 71% | 71% |
| % achieving expected or above in reading | 62% | 79% | 78% |
| % achieving expected or above in writing | 68% | 71% | 83% |
| % achieving expected or above in maths | 67% | 71% | 83% |

| Desired outcomes | | Success Criteria |
|---|--|---|
| A. | All children make at least expected progress in literacy based subjects. | Progress of PP children exceeds that of non PP children in writing so as to narrow the gap in attainment. In Key Stage 3, value added score is 0 or positive. In Year 6, the difference between Pupil Premium at Wellfield and non- Pupil Premium nationally in writing is 10% or less. |
| B. | SEN students are supported to ensure they can achieve their potential. SEN students with literacy skills deficits to improve through effective interventions and high quality teaching. | Improved progress of PP/SEN students in comparison to 2017-18. Improved outcomes for PP/SEN students in RWM. |
| In-school barriers (issues to be addressed in school) | | |
| A. | Poor literacy skills: The % of PP children achieving age related expectations or higher in writing is significantly lower than those for whom we do not receive the PP. Year 8- 48%/84% Year 7- 69%/92% Year 6- 50%/88% | |
| B. | Higher proportion of Pupil Premium children require additional support (SEND) compared to Non-Pupil Premium in school: 9% of non- pupil premium students have some type of SEND compared to 20% of Pupil Premium students. 82% of these PP SEND (compared with 60% Non-PP SEND) children have Social communication or Emotional and Mental Health as their primary area of need. | |
| C. | Social and emotional barriers: Some of our children show poor behaviour for learning due to social and emotional barriers such as low self-esteem and low resilience (Positive behaviour recorded for PP 84% compared to non-PP 90%). | |
| External barriers (issues which require action outside of school) | | |
| D. | Lower attendance: PP Attendance 2018-19: 94.27% Non PP Attendance 2018-19: 96.25% Persistent absenteeism (pp 48% non pp 7.46%) | |
| E. | Lack of parental engagement: | |

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| B. | <p>SEN students are supported to ensure they can achieve their potential.</p> <p>SEN students with literacy skills deficits to improve through effective interventions and high quality teaching.</p> | <p>Improved progress of PP/SEN students in comparison to 2017-18.</p> <p>Improved outcomes for PP/SEN students in RWM.</p> |
| | Some of our children are disadvantaged through a lack of parental support around education. This is shown in poor attendance at parent consultations, parent book looks and workshops, as well as poor support with homework. The last whole school parents' evening showed PP attendance of 68% compared to those with no PP at 93%. | |

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| B. | <p>SEN students are supported to ensure they can achieve their potential.</p> <p>SEN students with literacy skills deficits to improve through effective interventions and high quality teaching.</p> | <p>Improved progress of PP/SEN students in comparison to 2017-18.</p> <p>Improved outcomes for PP/SEN students in RWM.</p> |
| B. | <p>SEN students are supported to ensure they can achieve their potential.</p> <p>SEN students with literacy skills deficit through effective interventions and high quality teaching.</p> | <p>Improved progress of PP/SEN students in comparison to 2018-19.</p> <p>Improved outcomes for PP/SEN in reading, writing and maths.</p> |
| C. | <p>Students take part in the wider school life.</p> <p>PP students are engaged and motivated in lessons and enjoy school.</p> <p>Raised self-esteem and positive attitude of students.</p> | <p>Good attendance to extra-curricular sessions (sporting and non-sporting).</p> <p>Participation and positive feedback on enrichment opportunities.</p> <p>Reduced number of negatives on Class Charts.</p> <p>Negatives and house points on Class Charts are in line with Non- PP students.</p> <p>Successful integration of late arriving students shown in academic progress, extra-curricular involvement and Class Charts.</p> |
| D. | Improved attendance for PP students. | The gap between PP and Non-PP attendance narrows by at least one percentage point. |

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| B. | <p>SEN students are supported to ensure they can achieve their potential.</p> <p>SEN students with literacy skills deficits to improve through effective interventions and high quality teaching.</p> | <p>Improved progress of PP/SEN students in comparison to 2017-18.</p> <p>Improved outcomes for PP/SEN students in RWM.</p> |
| | | Reduction in the number of PP students persistently absent. |
| E. | To foster positive relationships with parents/carers of PP students | Increased percentage of parents attending all arranged meetings. |

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

| 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 | Review of implementation? |

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| B. | <p>SEN students are supported to ensure they can achieve their potential.</p> <p>SEN students with literacy skills deficits to improve through effective interventions and high quality teaching.</p> | | <p>Improved progress of PP/SEN students in comparison to 2017-18.</p> <p>Improved outcomes for PP/SEN students in RWM.</p> | | |
| A | Improved vocabulary, spelling and sentencing through a love of reading. | Children who are exposed to vocabulary and text tend to be more confident writers. This proven technique embeds structure of texts that might not otherwise be experienced. (Education Endowment Foundation) | Accelerated reader programme used across the school. Form and class teachers to allocate time throughout the day to read AR books and complete tests. Library open each lunchtime. | English Lead | Christmas 2019 |
| A | Boost Children's enjoyment of reading and resulting cognitive outcomes. | The link between reading and cognitive progress is most strongly linked in adolescence. Reading is the most important indicator for success (Theresa Cremlin, The OU) | CPD for staff Various activities implemented to increase opportunity for reading for pleasure (as opposed to reading for the curriculum). | English Lead | July 2020 |
| A | Ensure consistency in standards of writing across the curriculum through the introduction of cross curricular half termly objectives, writing CPD and resources to drive up standards in the teaching of writing in all subject areas. | Literacy, or language for learning, needs to be seen as an integral element of all good teaching. Literacy should be a constant item on the agenda when issues of effective teaching and learning are discussed. (Ofsted) | LEARNS programme of CPD Internal book share of all subjects Writing a focus for all staff through performance management and school development plan. Reduced class sizes in Year 6 for core subjects. | Head Teacher English Lead | Easter 2020 |

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| A-C | Improved learning environment including access to equipment and challenging vocabulary displayed clearly with scaffolding. | To develop pupils' language capability to support their reading and writing repeated exposure to new vocabulary is necessary. (Education Endowment Foundation) | Analysis of student voice and research enables informed guidelines of what will help students make progress across the curriculum. Examples shared on Google Drive. | Senior Leaders Art Lead | Christmas 2019 |
| B-C | Improve independent learning skills, attitude and resilience of all students through a collaborative approach to learning within the classroom. | The impact of collaborative approaches on learning is consistently positive, but it does vary so it is important to get the detail right. Approaches which promote talk and interaction between learners tend to result in the best gains. (Education Endowment Foundation) | PQRS programme of CPD. Use of iPads in lessons independently. Analysis of student voice and Perspective Lite to help review approaches to teaching and learning. Performance Management programme with Teaching and Learning as key priority. Deep Dives carried out in each department. | Senior Leaders Teaching Staff | Easter 2020 |
| A-B | Targeted teaching within lessons meets the needs of all learners. | As pupil develop their literacy skills, teaching should adapt to their changing needs. This makes teaching more efficient because effort is focussed on the best next step. This approach can support both high- and | PQRS programme of CPD Analysis and review through Perspective Lite (learning walks, lesson observations and book scrutinies) and pupils voice. | Senior Leaders Teaching Staff | Christmas 2019 |

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| | | low-attaining pupils by ensuring that the challenge and support they receive is appropriate. (Education Endowment Foundation) | | | |
| A-C | Increase challenge and progress in lessons through an expectation of excellence modelled and scaffolded by the teacher. | Strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.(Education Endowment Foundation) | PQRS programme of CPD Analysis and review through Perspective Lite (learning walks, lesson observations and book scrutinies) and pupils voice. | Senior Leaders Teaching Staff | Easter 2020 |
| Total budgeted cost | | | | | £27,565 |

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| 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 | Review of implementation? |
| A-C | Staff are familiar with the individual's barriers to learning and useful strategies through the sharing of information on Class Overview sheets. | Ofsted 2013: 'Where schools spent the Pupil Premium funding successfully to improve achievement, ... ensured that ...teachers knew which pupils were eligible for the Pupil Premium so they could take responsibility for accelerating their progress...and included discussions about pupils eligible for the Pupil premium in performance management meetings.' | Time given in tracking reviews to share proven strategies. Evidence of strategies in use through Perspective Lite. | English/maths/PP lead | Christmas 2019 |

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| A-B | All PP students identified as not making good progress in reading, writing and maths identified at tracking reviews and given small group intervention. | EEF foundation recognises the importance of 1:1 and small group intervention, especially following structured programmes by highly trained staff. | Plan, do, review process followed. Target Tracker and value added data analysed. Rapid Response intervention to follow up on misconceptions. | English/maths/PP lead | Easter 2020 |
| D | Inclusion Manager to contact parents of persistent absentee PP students on the first of any absence. Attendance celebrated weekly through housepoints and assembly. | The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school.(Dept for Education) | Weekly and daily monitoring of absence. Half termly absence report showing trends. | Inclusion Manager Head Teacher Support Assistant Office Staff | Easter 2020 |
| E | Engage parents by contacting via text or phone call to arrange appointments at all meetings. Invite parents to target days. | Parental engagement is consistently associated with pupils' success at school. (Education Endowment Foundation) | Record attendance on spreadsheet. 3 days prior to meeting, form teacher to call parent and give a positive message re attendance. | PP Champion Class teachers | Christmas 2019 |

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| Total budgeted cost | | £19,000 |

| Other Approaches | | | | | |
|------------------|------------------------|---|---|------------|---------------------------|
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| | | | | | |

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| C | Improve the social, emotional and mental health of students through the use of the Thrive Approach. | It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning... (Public Health England) | Lead staff to attend training. Time allocated for use of assessment tool and targeted strategies reviewed. | Art and Wellbeing Lead Teaching Assistant | Christmas 2019 |
| C | WE CARE enrichment: Excellence Music Tuition opportunities to increase self-esteem and resilience. | Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. | Google Form to survey the children's preferences and opinions around music tuition. Funding of enrichment activities. Evaluate engagement regularly through communication with Music teachers, students and parents. | PP Champion PP Lead Music Lead | Easter 2020 |

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| | | (Education Endowment Foundation) | Encourage participation in performance activities. | | |
| C | All PP students not involved in an extra-curricular activity termly to meet with mentor to discuss opportunities. | <p>Being involved in extra-curricular sporting activities may increase attendance and retention.</p> <p>Extra-curricular arts activities: 'wider benefits such as more positive attitudes to learning and increased well-being have been reported.</p> <p>(Education Endowment Foundation)</p> | <p>Gather data termly regarding extra-curricular attendance. Pupil voice on choices of activities.</p> <p>Funding available where needed.</p> | <p>PP Champion</p> <p>Extra-curricular staff</p> | Christmas 2019 |

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| | | | | | |
| Total budgeted cost | | | | | £21,000 |