



Pupil Premium Strategy Statement 2018-19

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 2018
Total number of pupils	309	Date of next review	June 2019
Number eligible for PP	56	Total budget	£65, 680

Current Performance (2017-18)

	<i>Pupil eligible for PP (national 2017-18)</i>	<i>Pupils eligible for PP (Wellfield 2017-18)</i>	<i>Pupils not eligible for PP (national 2017-18)</i>
% achieving expected or above in reading, writing & maths	51%	67%	70%
% achieving expected or above in reading	64%	93%	80%
% achieving expected or above in writing	67%	67%	83%
% achieving expected or above in maths	64%	87%	81%

In-school barriers <i>(issues to be addressed in school)</i>	
A.	<p>Poor literacy skills:</p> <p>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- 65%/85% Year 7- 53%/83% Year 6- 42.9%/68.5%</p>
B.	<p>Higher proportion of Pupil Premium children require additional support (SEND) compared to Non-Pupil Premium in school:</p> <p>9% of non- pupil premium students have some type of SEND compared to 27% of Pupil Premium students. A large proportion of these PP SEND children have Social, Emotional and Mental Health as their primary area of need.</p>
C.	<p>Social and emotional barriers:</p> <p>Some of our children show poor behaviour for learning due to social and emotional barriers such as low self-esteem and low resilience.</p>
External barriers <i>(issues which require action outside of school)</i>	
D.	<p>Lower attendance:</p> <p>PP Attendance 2017-18: 94.4%</p> <p>Non PP Attendance 2017-18: 96.35%</p>
E.	<p>Lack of parental engagement:</p> <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.</p>

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 in writing so as to narrow the attainment gap. In Key Stage 3, value added score is 0 or positive. In year 6, the difference between Pupil Premium attainment 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 deficit through effective interventions and high quality teaching.	Improved progress of PP/SEN students in comparison to 2017-18. Improved outcomes for PP/SEN in reading, writing and maths.
C.	Students take part in the wider school life. PP students are engaged and motivated in lessons and enjoy school. Raised self-esteem and positive attitude of students.	Good attendance to extra-curricular sessions (sporting and non-sporting). Participation and positive feedback on enrichment opportunities. Reduced number of negatives on Class Charts. Negatives and house points on Class Charts are in line with Non- PP students. Successful integration of late arriving students.
D.	Improved attendance for PP students.	The gap between PP and Non-PP attendance narrows by at least one percentage point. Reduction in the number of PP students persistently absent.
E.	To foster positive relationships with parents/carers of PP students	Increased number 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?
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. Notification of scheme to parents.	English Lead	Easter 2019: AR scores presented weekly in achievements assembly. Form Teachers follow up on readers. PP given priority slots with parent readers.
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.	Head Teacher English Lead	Easter 2019: Targets streamlined for Sept 2019
A-C	Improved learning environment including access to equipment and challenging vocabulary	To develop pupils' language capability to support their reading and writing repeated exposure to new vocabulary is	Analysis of student voice and research enables informed guidelines of what will help students make progress across the curriculum.	Senior Leaders Art Lead	Classroom environment learning walk March 2019

	displayed clearly with scaffolding.	necessary. (Education Endowment Foundation)	Examples shared on Google Drive.		Language of analysis wall used effectively in KS3 English
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)	LEARNS programme of CPD. Analysis of student voice and perspective light to help review approaches to teaching and learning.	Senior Leaders Teaching Staff	Talk the Talk enrichment 28.06.19 Collaboration evidenced in Ofsted report 2019.
A-B	Targeted teaching within lessons meets the needs of all learners.	As pupils 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 low-attaining pupils by ensuring that the challenge and support they receive is appropriate. (Education Endowment Foundation)	LEARNS programme of CPD Analysis and review through perspective light (learning walks, lesson observations and book scrutinies) and pupils voice.	Senior Leaders Teaching Staff	Inclusion learning walk 10.05.19 Strategies from RAP sheets evidenced
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)	LEARNS programme of CPD Analysis and review through perspective light (learning walks, lesson observations and book scrutinies) and pupils voice.	Senior Leaders Teaching Staff	
Total budgeted cost					£35,500

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 RAP 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	Easter 2019: RAP sheet strategies now included on Learning Support weekly newsletter.
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.	English/maths/PP lead	Reviewed termly to ensure implementation.
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	Weekly and daily monitoring of absence. Half termly absence report showing trends.	Inclusion Manager Head Teacher Support Assistant Office Staff	Attendance data reviewed twice per half term.

		Education)			
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	Target setting day well attended 30.01.19
Total budgeted cost					£14,300

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	Review of implementation?
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	Training begins 11.06.19- RW and JF to attend.
C	WE CARE enrichment trip: Risk Year 8 Climbing Wall Centre Visit	Overall, studies of adventure learning consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Talk to each child individually about the purpose of the trip and reassure those who need it. Evaluations to follow each trip.	PP Champion PP Lead	Very positive feedback from children. Summer 2019 Inclusion Manager to discuss future visits with HT.

		(Education Endowment Foundation)			
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 havebeen 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>	<p>Data collected termly and shared with form teachers to discuss with any PP child not attending an activity to decide on what else we could offer.</p>
Total budgeted cost					£21,000