

Seaton Sluice Middle School: 2019-2020 Pupil Premium Strategy and Self-evaluation

1. Summary information for 2019-2020									
Total number of pupils: 336						Total pupil premium budget: £120,805			
Date of most recent PP Review: January 2020		Date of External PP review: NA				Dates of Internal PP reviews: March 2020 & July 2020			
Pupils eligible for pupil premium funding:	Whole School	Y5	Y6	Y7	Y8	KS2	KS3	Armed Forces	Post LAC / LAC
						£1,320	£935	£300	£2,300
Total	101 (30%)	23	21	30	27				
FSM & Ever 6	92	21	20	26	25	£54,120	£47,685		
Service children	2	0	0	2	0			£600	
Pupil Premium Plus	3	0	0	1	2				£6,900
Post LAC	4	2	1	1	0				£11,500

2. Key indicators summer 2019

End of Key Stage 2 (Year 6) attainment and progress from Key Stage 1 to Key Stage 2 2018/19

<ul style="list-style-type: none"> • Attainment gap when: 84 in cohort 26 PP (31%) 58 non-PP • Green = School above the national attainment figures for other pupils (not disadvantaged). • Red = Below 		Not PP	PP	In School Gap	National Average	Gap compared to National Average
Combined	% reaching expected standards in reading, writing & maths	70%	26%	43%	71%	44% Gap increased by 19%
	% working at greater depth in reading, writing & maths	13%	0%	13%	13%	13% Gap increased by 2%
Reading	% reaching expected standard	77%	56%	21%	78%	22% Gap increased by 31%
	% reaching a high score/working at greater depth	23%	4%	19%	31%	27% Gap increased by 24%
Writing	% reaching expected standard	90%	79%	11%	83%	4% Gap closed by 12%
	% reaching a high score/working at greater depth	22%	4%	18%	24%	20% Gap increased by 2%
Maths	% reaching expected standard	82%	70%	12%	84%	14% Gap closed by 14%
	% reaching a high score/working at greater depth	28%	0%	28%	31%	31% Gap increased by 3%
Grammar, Punctuation & Spelling	% reaching expected standards in	87%	70%	17%	78%	8% Gap increased by 10%
	% working at greater depth	27%	0%	27%	36%	36% Gap increased by 2%

End of Year 8 attainment and progress data 2018/19

<ul style="list-style-type: none"> • Attainment gap when: 86 in cohort 25 PP (29%) 61 non-PP • Green = School above the national attainment figures for other pupils (not disadvantaged). • Red = Below 		Not PP	PP	In School Gap	National Average	Gap compared to National Average
Reading	% reaching expected standard (as measured in the school)	81%	46%	35%	NA	NA
	% working at greater depth (as measured in the school)	38%	17%	21%	NA	NA
Writing	% reaching expected standards (as measured in the school)	82%	51%	31%	NA	NA
	% working at greater depth (as measured in the school)	17%	13%	4%	NA	NA
Maths	% reaching expected standards (as measured in the school)	89%	54%	35%	NA	NA
	% working at greater depth (as measured in the school)	17%	0%	17%	NA	NA
Attendance	Attendance % Years 5-8 The national figures shown are for pupils not eligible for Free School Meals as the 2019 not disadvantaged figures have not been published.	4.3%	6.93%	2.63%	4.8% (Non FSM)	2.13% Gap increased by 1.73%
	Persistently absent % Years 5-8 (Pupils with an attendance rate of 90% or below) The national figures shown are for pupils not eligible for Free School Meals as the 2019 not disadvantaged figures have not been published.	5.12%	26.32%	21.2%	11.1% (Non FSM)	15.22% Gap increased by 12.19%

3. Current attainment and progress Pupil Premium Students		December 2019		March 2020		July 2020	
		Target	Actual	Target	Actual	Target	Actual
Year 5 - 83 in cohort 23 PP (28%)							
Reading	% reaching expected standard (as measured in the school)	10%	12%	30%		50%	32%
	% working at greater depth (as measured in the school)	0%	0%	5%		15%	12%
Writing	% reaching expected standards (as measured in the school)	10%	8%	30%		50%	32%
	% working at greater depth (as measured in the school)	0%	0%	5%		15%	8%
Maths	% reaching expected standards (as measured in the school)	20%	16%	50%		70%	64%
	% working at greater depth (as measured in the school)	0%	0%	5%		10%	12%
Year 6 - 75 in cohort 21 PP (28%)							
Reading	% reaching expected standard (as measured in the school)	20%	5%	50%		80%	67%
	% working at greater depth (as measured in the school)	0%	0%	0%		10%	5%
Writing	% reaching expected standards (as measured in the school)	10%	0%	40%		70%	67%
	% working at greater depth (as measured in the school)	0%	0%	0%		10%	0%
Maths	% reaching expected standards (as measured in the school)	30%	19%	60%		90%	81%
	% working at greater depth (as measured in the school)	0%	0%	0%		14%	0%
Year 7 - 98 in cohort 30 PP (31%)							
Reading	% reaching expected standard (as measured in the school)	20%	13%	40%		70%	67%
	% working at greater depth (as measured in the school)	0%	0%	5%		15%	10%

Writing	% reaching expected standards (as measured in the school)	20%	13%	50%		80%	77%
	% working at greater depth (as measured in the school)	0%	0%	5%		15%	7%
Maths	% reaching expected standards (as measured in the school)	10%	7%	30%		60%	53%
	% working at greater depth (as measured in the school)	0%	0%	0%		15%	0%
Year 8 - 86 in cohort 27 PP (31%)							
Reading	% reaching expected standard (as measured in the school)	40%	39%	60%		100%	100%
	% working at greater depth (as measured in the school)	5%	4%	15%		31%	31%
Writing	% reaching expected standards (as measured in the school)	30%	39%	50%		80%	77%
	% working at greater depth (as measured in the school)	5%	8%	10%		15%	15%
Maths	% reaching expected standards (as measured in the school)	20%	31%	40%		70%	58%
	% working at greater depth (as measured in the school)	0%	0%	0%		5%	0%

4. Barriers to learning - In-school barriers (issues to be addressed in school)	
A	High absence rates of a small number of pupil premium children.
B	Low aspirations of some pupils and parents, a lack of cultural experiences and poor engagement.
C	Low self-esteem and low aspirations of some pupil premium children.
D	Some pupil premium learners have weaker literacy, numeracy and independent learning skills.
E	Readiness to learn.

5. Intended outcomes and success criteria for summer 2020		Success Criteria
A	Progress in Reading for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving expected standard in Reading across all cohorts is narrowed from September starting points.	Attainment in reading at the end of KS2 80% to achieve expected standard and 10% (2 pupils) to reach the higher threshold.
B	Progress in Writing for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving Expected Standard in Writing across all cohorts is narrowed from September starting points.	Attainment in writing and GPS at the end of KS2 70% to achieve expected standard and an aspirational target of 10% (2 pupils) to reach the higher threshold.
C	Progress in Maths for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving Expected Standard in Maths across all cohorts is narrowed from September starting points.	Attainment in maths at the end of KS2 90% to achieve expected standard and 14% (3 pupils) to reach the higher threshold.
D	Overall absence rates fall so they are in line or below national others (4.8%) with rates of PA in line with or below national others (11.1%)	Absence rates PP pupils are 4.8% or lower and PA rates are below national others percentage of 11.1% .

6. Planned expenditure 2019-2020

Pupil premium grant is estimated to be £120,805

Approaches to raise the attainment and progress of pupil premium children.

I. Attendance - For the attendance of disadvantaged pupils to meet school targets consistently. Intended outcomes:

- A. Remove barriers preventing students from attending the school.
- B. PP absence rate improves from **6.93%** to **4.8%** or less by July 2020.
- C. PP PA rate is reduced from **26.32%** to **11.1%** or less by July 2020.

Action	Milestones and Monitoring	Staff Lead (Costs)	Impact
<p>Term 1</p> <ol style="list-style-type: none"> EWO and Head of School (KMc) meet every week to monitor attendance, so that attendance issues are picked up and acted upon early. Letters sent out to parents with an attendance rate below 95%, 92% meetings arranged with KMc and EWO is contacts/meets with parents/carers if attendance dips below 90%. Holidays taken in term time not authorised. Newsletter, website and "Attendance Matters" leaflet to emphasise the importance of good attendance and how it impacts on progress/attainment. Staff are encouraged to target PA pupils with an attendance rate below 90% using School Gateway by sending home ss much positive feedback as possible. Headteacher awards for pupils with 100% attendance and questionnaire given to PAs. 	<ul style="list-style-type: none"> ✓ Sept 19 ✓ Sept 19 ✓ Sept 19 ✓ Oct 19 ✓ Dec 19 	<p>KMc - HOS AD - Data Lead AE - Attendance Officer & EWO</p> <p>£50,000</p>	<p><u>Sept to Dec 2019</u> PP attendance = 91.1% Non-PP attendance = 95.2% Gap = 4.16% PP PA rate = 32.4% Non PP PA rate = 13.1% Gap = 19.3%</p>
<p>Term 2</p> <ol style="list-style-type: none"> In January meetings held with parents/carers of PA PP pupils to discuss how this is affecting their progress in maths/English. Attendance contracts created outlining what the school, parents and the pupil will do to improve their attendance rate. Termly improved attendance rewards (certificate & prize) for pupils who manage to improve their attendance by at least 4%. 	<p><u>PP Absence targets</u> Dec 19 = 4.8% March 20 = 4.8% July 20 = 4.8%</p> <p><u>PP PA targets</u> Dec 19 = 11.1% March 20 = 11.1% July 20 = 11.1%</p>		<p><u>Sept 19 to July 2020</u> PP absence rate = Non-PP absence rate = Gap= PA PP rate = PA non PP = Gap =</p>

II. Writing - To target disadvantaged pupils with booster sessions in order to help them reach age related expectations and greater depth scores in writing.

- A. Progress in Writing for PP pupils is accelerated across all cohorts.
- B. Year 6 - 81% to achieve expected standards in writing and GPS.
- C. Year 6 - 8% (2 pupils) to reach the higher threshold.

Action	Milestones and Monitoring	Staff Lead (Costs)	Impact
<p>Improve teaching so progress and attainment rapidly improve</p> <ol style="list-style-type: none"> 1. Target disadvantaged Year 6 pupils in the top English set; provide additional challenge and support to help them reach the higher threshold. 2. All PP pupils to be set an individual termly writing target to work towards. 3. Seaton Sluice Middle School is taking part in the North of the Tyne Oracy Project to improve oral skills and confidence levels. Talk homework topics are set on Mondays in an assembly and sent via the school gateway to parents; the expectation is that families will talk about it together. Pupils write down what family members said in their Talk Book. On Friday in tutor time there is a class talk about the homework using talk structures. 4. All children given CPG resources for SPAG to complete as classwork and homework. <p>Interventions</p> <ol style="list-style-type: none"> 1. Use of PP Google sheet to record interventions and targets. Allocated directed time to give staff time to do this. 2. Daily spelling intervention (Read Write Inc spelling) for targeted pupils. 3. Shakespeare Birthplace Trust Project focused on PP pupils to improve their speaking and listening skills. <p>Y6 SATs ready PP</p> <ol style="list-style-type: none"> 1. All PP pupils will have access to writing skills booster sessions to ensure almost all make age related standards 	<p>Y6 Writing/GPS expected standard targets Dec 19 = 10% March 20 = 40% Summer 20 = 70%</p> <p>Y6 Writing / GPS greater depth targets Nov 19 = 0% March 20 = 0% Summer 20 = 10%</p>	<p>English Leader (KMc & GD)</p> <p>£10,000</p>	<p><u>December 2019</u> % of PP on target to achieve expected standard = 10% % of PP on target to achieve greater depth = 0%</p> <p><u>March 2020</u> % of PP on target to achieve expected standard = 40% % of PP on target to achieve greater depth = 0%</p> <p><u>July 2020</u> % of PP on target to achieve expected standard = 70% % of PP on target to achieve greater depth = 10% (2 pupils)</p>

III. Reading - To target disadvantaged pupils with booster sessions in order to help them reach age related expectations and greater depth scores in reading.

- A. Year 6 - 71% to achieve expected standards in reading
- B. Year 6 - 12% (2 pupils) to reach the higher threshold.
- C. Progress in Writing for PP pupils is accelerated across all cohorts.

Action	Milestones and Monitoring	Staff Lead (Costs)	Impact
<p>Improve teaching so progress and attainment rapidly improve</p> <ol style="list-style-type: none"> 1. Use of structured questioning to develop reading comprehension. 2. Targeted reading aloud and book discussion. 3. All PP pupils to have a challenging reading target to work towards. 4. One guided reading session per week in KS2 with extra TA. 5. Reading explorers scheme in KS2, focusing on literal and deductive skills. <p>Interventions</p> <ul style="list-style-type: none"> ● Reciprocal reading programme/Accelerated reader imbedded. ● Comprehension Booster from January 2019. ● Targeted guided reading for low ability PP pupils with a teaching assistant and prefects. ● ORACY - All pupils will undertake ORACY (oral literacy) skills as part of the whole school North of the Tyne Oracy Project. <p>Y6 SATs ready PP</p> <ul style="list-style-type: none"> ● Ensure PP learners have access to home learning in school if necessary. ● All PP pupils will have access to reading skills booster sessions to ensure almost all make age related standards. ● Low ability children read with Y8 MA prefects every day. ● 'Toe by Toe' intervention for children struggling with reading. 	<p>Y6 reading expected standard targets Dec19 = 20% March 20 = 50% Summer 20 = 80%</p> <p>Y6 reading greater depth targets Dec 19 = 0% March 20 = 0% Summer 20 =10%</p>	<p>English Leader (KMc & GD)</p> <p>£10,000</p>	<p><u>December 2019</u> % of PP on target to achieve expected standard = 20% % of PP on target to achieve greater depth = 0%</p> <p><u>March 2020</u> % of PP on target to achieve expected standard = 50% % of PP on target to achieve greater depth = 0%</p> <p><u>July 2020</u> % of PP on target to achieve expected standard = 80% % of PP on target to achieve greater depth = 10% (2 pupils)</p>

IV. Maths - To target disadvantaged pupils with booster sessions in order to help them reach age related expectations and greater depth scores in Maths.

- A. Progress in Maths for PP pupils is accelerated across all cohorts.
- B. Year 6 - 90% to achieve expected standard in maths.
- C. Year 6 - 14% (3 pupils) to reach the higher threshold.

Action	Milestones and Monitoring	Staff Lead (Costs)	Impact
<p>Improve teaching so progress and attainment rapidly improve</p> <ol style="list-style-type: none"> 1. Target disadvantaged Year 6 pupils in the top maths set; provide additional challenge and support to help them reach the higher threshold. 2. Develop and improve the teaching of maths around the mastery approach, strengthening and deepening pupils understanding of mathematical concepts and skills. <p>Interventions</p> <ol style="list-style-type: none"> 1. Use PP Google sheet to record interventions and targets. Allocate directed time to give staff time to do this. 2. Maths skills booster sessions. 3. Maths classes are in sets and include differentiated groups and based upon ability. 4. Small group interventions for low and high attainers delivered by GL and VR/AS. 5. Small group interventions with VR to address gaps in learning. <p>Y6 SATs ready PP</p> <ol style="list-style-type: none"> 1. Organise parent meetings to change the mindset of parents in terms of their own ability and their child's potential in maths to raise aspirations of disadvantaged pupils and parents. 2. Three identified more-able pupils to attend booster group. 3. Invite parents of lower ability children with aspirational targets in to discuss and teach strategies. 4. Provide a fun learning Club to improve memory skills, self-confidence and resilience. 	<p>Y6 Maths expected standard targets Dec 19 = 30% March 20 = 60% Summer 20 = 90%</p> <p>Y6 Maths greater depth targets Dec 19 = 0% March 20 = 4% July 20 = 14%</p>	<p>Maths Leader (GL) and SLT</p> <p>£10,000</p>	<p><u>December 2019</u> % of PP on target to achieve expected standard = 30% % of PP on target to achieve greater depth = 0%</p> <p><u>March 2020</u> % of PP on target to achieve expected standard = 60% % of PP on target to achieve greater depth = 0%</p> <p><u>July 2020</u> % of PP on target to achieve expected standard = 90% % of PP on target to achieve greater depth = 14% (3 pupils)</p>

V. Raising Aspirations - For more of the disadvantaged pupils to have opportunities for cultural capital.			
A. Remove the financial barriers that prevent learning and other important life experiences.			
Action	Milestones and Monitoring	Staff Lead (Costs)	Impact
<ul style="list-style-type: none"> Uniform, stationery, learning resources and PE kit provided, if required, so disadvantaged pupils are better prepared for learning. Educational visits, enrichment activities and fieldwork are also paid for or subsidised where required so financial barriers to learning have been removed. Term 1 activities include; Cinema & Theatre trip, Chringle, Carole Singing, Dan Smith (Author), Dave burns SMSC workshops, Book Fair, Fun Run, Broomley Grange. Continue taxi home service to enable PP learners to participate in after school activities. Enrichment activities include; Centre for Life Trip, London Trip, Astronomy Club, Cooking Club, Art Club, ICT Club, & Sports Day. 	<ul style="list-style-type: none"> ✓ Throughout the year ✓ Throughout the year ✓ Sept 19 - July 20 ✓ Jan-July 2020 	<p>Staff lead Costs</p> <p>KMa</p> <p>£10,000</p>	<p><u>December 2019</u></p> <p>Because the financial barriers were removed, PP pupils were able to attend many after school clubs such as; football, dodgeball. Netball, rugby, skipping and gymnastics. They were also able to attend: Cinema trip, Broomley Grange and more.</p>
VI. Engaging Parents - For all parents of disadvantaged pupils to support school in the completion of pupil passports.			
A. Provide more opportunities for parents to engage with school and their child's learning.			
Action	Milestones and Monitoring	Staff Lead (Costs)	Impact
<ul style="list-style-type: none"> Staff to use School Gateway to send positive feedback and information home regarding PP pupils learning. Parents invited to attend more school events e.g. Fun Run, Macmillan Coffee Morning, Christmas faire and show. Parents can attend two possible parents evenings. Parents of disadvantaged will receive extra reminders and invitations through School Gateway. Parent invited in for another Macmillan Coffee Morning, Sports Day, Y8 graduation, transition events. Social media – BW to develop a social media strategy for the federation. 	<ul style="list-style-type: none"> ✓ Throughout the year ✓ Throughout the year. ✓ Feb 20 ✓ Jan-July 2020 ✓ Jan-July 2020 	<p>KMc - Head of School JE - AHT DM - Pupil Wellbeing Officer AE - Attendance Officer KAC - DSL</p> <p>£50,000</p>	<p>% PP attended KS2 Parents Eve</p> <p>% PP attending KS3 Parents Eve</p> <p>% PP attending Christmas Show</p> <p>% PP attending Sports Day</p> <p>% PP attending Y8 Graduation</p>

VII. Readiness to learn - Develop and improve the mental health support strategies and provision for pupils at SSMS.

- A. Develop and improve the mental health support, strategies and provision.
- B. Reduce the number of fixed term exclusions for PP learners.

Action	Milestones and Monitoring	Staff Lead (Costs)	Impact
<ul style="list-style-type: none"> • Upper pay scale teachers to assist KMc in leading a team of staff in the development of a Mental Health plan/strategy. • Mental Health CPD for staff. Educational psychologist to up-skill staff in leading CBT and other strategies to help teach pupils and staff how to self-regulate. • Work with Astley High School to develop a high-quality federation wide pastoral system. Develop close links with Astley's inclusion team and use this as an alternative to fixed term exclusion. • Develop thrive strategies across the school. • Provide pupils with additional emotional needs with a mentor to support/guide them. • ASD specialist (Laura Patton) to up-skill staff in 'Zones of Regulation'. 	<ul style="list-style-type: none"> ✓ Throughout the year ✓ Sept 19 ✓ Sept 19 ✓ Sept 19 ✓ Throughout the year ✓ March 2020 	KMc - Head of School JE - AHT DM - Pupil Wellbeing Officer AE - Attendance Officer KAC - DSL LC - Pastoral support £50,000	Fixed term exclusions for PP learners have reduced. Sept 2017 – July 2018 = 22 Sept 2018 – July 2019 = 16 Sept 2019 – July 2020 = 11 (December 2019)

7. Review of Expenditure		Pupil premium grant is estimated to be £94,385
<p>I. To raise the profile of disadvantaged pupils in the school and identify their barriers to learning.</p> <p>A. Ensure all staff know who the PP pupils are in their classes and how these pupils can be supported to make at least expected progress.</p> <p>B. Ensure PP learners are stretched and challenged appropriately.</p>		
Actions	Impact	Lessons Learned
List of disadvantaged pupils updated and shared with staff. Form tutors develop pupil passports for all PP learners, identifying their barriers to learning and give SMART targets. Pupil premium profiles created and uploaded onto Google drive, so staff are able to update the profiles and share strategies that are working well. Staff completed NPQSL and NPQML and pilot new strategies to improve PP outcomes.	All staff know who the PP learners are in their class and have started to share information about their barriers to learning and strategies to improve outcomes. PP pupils have a higher profile within the school and the information on them is readily available for all staff.	Staff need to use PP document more. Share good practice more. We had directed time to discuss targets, progress and strategies for PP but due to the federation going through changes in email systems we were limited to what we could access.
<p>II. Attendance - For the attendance of disadvantaged pupils to meet school targets consistently. Intended outcomes:</p> <p>A. Remove barriers preventing students from attending the school.</p> <p>B. PP absence rate improves from 8.05% to 4.8% or less by July 2019.</p> <p>C. PP PA rate is reduced from 17% to 11.1% or less by July 2019.</p>		
Actions	Impact	Lessons Learned
<ul style="list-style-type: none"> Close working with EWO, parents and school staff to ensure that attendance issues are picked up and acted upon early so that a proactive approach is taken. Staff targeted persistently absent pupils (with an attendance rate of 90% or below) using School Gateway by sending positive feedback home to parents. 	<p>September to July 2019</p> <ul style="list-style-type: none"> PP absence rate = 6.93% Non-PP absence rate = 4.3% Gap = 2.63% PA PP rate = 26.32% PA non PP = 5.12% Gap = 21.2% 	Weekly meeting with EWO essential to ensure correct actions are in place. We must share the plan with teachers more often to keep them up to date and send reminders to contact parents. We need to ensure we are working hard to reward good attendance to encourage pupils to 'want' to come to school more.

III. Writing - To target disadvantaged pupils with booster sessions in order to help them reach age related expectations and greater depth scores in writing. Intended outcomes:

- A. Progress in Writing for PP pupils is accelerated across all cohorts.
- B. Year 6 - 81% to achieve expected standards in writing and GPS. 8% (2 pupils) to reach the higher threshold.

Actions	Impact	Lessons Learned
<ul style="list-style-type: none"> ● To target disadvantaged pupils in top set English to challenge them to achieve 'greater depth' in writing. ● All disadvantaged pupils will receive a specific target to work towards on a termly basis. ● All disadvantaged pupils will have access to booster sessions to ensure all make age related expectations. ● All disadvantaged pupils to be set an individual termly writing target. 	<p><u>End of KS2 July 2019</u></p> <ul style="list-style-type: none"> ● 79% of PP achieved expected standard or above ● 4% of PP achieved greater depth <p><u>End of Y8 July 2019</u></p> <ul style="list-style-type: none"> ● 51% of PP achieved expected standard or above ● 13% of PP achieved greater depth 	<p>The use of the Disadvantaged Google sheet to record interventions and produce targets was an effective way of communicating information with all staff. It is important to embed this next year. Writing skills booster sessions were an effective way of enhancing progress. Allocate directed time slots were essential to give staff time to focus on the disadvantaged.</p>

IV. Reading - for PP pupils is accelerated across all cohorts. Intended outcomes:

- A. Year 6 - 71% to achieve expected standards in reading. 12% (2 pupils) to reach the higher threshold.
- B. All pupils will undertake ORACY (oral literacy) skills as part of the whole school North of the Tyne Oracy Project.

Actions	Impact	Lessons Learned
<ul style="list-style-type: none"> ● To target disadvantaged pupils in top set English to challenge them to achieve 'greater depth' in reading. ● All disadvantaged pupils will receive a specific target to work towards on a termly basis. ● All disadvantaged pupils will have access to booster sessions to ensure all make age related expectations. ● All disadvantaged pupils to be set an individual termly reading target. 	<p><u>End of KS2 July 2019</u></p> <ul style="list-style-type: none"> ● 56% of PP achieved expected standard or above ● 4% of PP achieved greater depth <p><u>End of Y8 July 2019</u></p> <ul style="list-style-type: none"> ● 46% of PP achieved expected standard or above ● 17% of PP achieved greater depth 	<p>Ensure PP pupils have access to 'home learning' in school if necessary. TAs to be trained and work with small targeted groups. Targeted reading aloud and book discussion must happen on a daily basis. Key words recorded on curriculum intent sheets should be used to extend pupils spoken vocabulary. The use of structured questioning is also required to develop reading comprehension.</p>

<p>V. Maths - To target disadvantaged pupils with booster sessions in order to help them reach age related expectations and greater depth scores in Maths.</p> <p>A. Progress in Maths for PP pupils is accelerated across all cohorts. B. Year 6 - 78% to achieve expected standard in Maths. 12% (3 pupils) to reach the higher threshold.</p>		
Actions	Impact	Lessons Learned
<ul style="list-style-type: none"> To target disadvantaged pupils in top set Maths get to 'greater depth' in Maths. To raise aspirations of disadvantaged pupils and parents. Organise parent meetings to change the mind-set of parents in terms of their own ability and their' child's potential in maths. Fun learning Club to improve memory skills, self-confidence and resilience. 	<p><u>End of KS2 July 2019</u></p> <ul style="list-style-type: none"> 70% of PP achieved expected standard or above 0% of PP achieved greater depth <p><u>End of Y8 July 2019</u></p> <ul style="list-style-type: none"> 54% of PP achieved expected standard or above 0% of PP achieved greater depth 	<p>Use PP Google sheet to record interventions. Maths skills booster sessions. Use PP Google sheet to record targets. Allocate directed time to give staff time to do this.</p>
<p>VI. Raising Aspirations - For more of the disadvantaged pupils to have opportunities to participate in IAG and other extra-curricular activities. Intended Outcomes:</p> <p>A. Remove the financial barriers that prevent learning. B. Develop and improve the mental health support, strategies and provision.</p>		
Actions	Impact	Lessons Learned
<ul style="list-style-type: none"> Develop a programme of activities that ensure disadvantaged pupils have the opportunity to become involved in enrichment and extracurricular activities. Continue taxi home service for disadvantaged pupils to enable them to participate in after school activities. 	<p>Because the financial barriers were removed, PP pupils were able to attend many after school clubs such as; football, dodgeball. Netball, rugby, skipping and gymnastics. They were also able to attend: Cinema trip, Horrible Histories theatre show, Sailing Experience, Broomley Grange and more.</p>	<p>It is important to track participation and Cultural Capital through intervention/strategy spreadsheet. It was evident that pupils build self-esteem and motivation to improve when they are able to try activities which take them out of their comfort zone and when they feel valued.</p>

VII. Engaging Parents - For all parents of Year 5 disadvantaged pupils to support school in the completion of pupil passports.

A. Provide more opportunities for parents to engage with school and their child's learning.

Actions	Impact	Lessons Learned
<ul style="list-style-type: none"> All teaching staff to send frequent positive messages home to a disadvantaged pupil's parents. Social media – BW to develop a social media strategy for the federation. Staff meeting parents of disadvantaged pupil at local meeting points (closer to their home) to discuss their child's progress. 	<p>40% of PP parents now access the School Gateway App. 100% of parents are contactable through School Gateway. Parents evenings, shows, macmillan coffee morning, the Y8 graduation etc were all very well attended.</p>	<p>Staff meeting parents of disadvantaged pupil at local meeting points (closer to their home) to discuss their child's progress did not happen last year and should be a target for next year to engage parents in working with school to ensure all of the necessary support is actioned. Once parents feel comfortable in visiting school, they may engage more in parents' evenings and other school events.</p>

VIII. Readiness to learn - Develop and improve the mental health support strategies and provision for pupils at SSMS.

A. Develop and improve the mental health support, strategies and provision.

B. Reduce the number of fixed term exclusions for PP learners.

Actions	Impact	Lessons Learned
<ul style="list-style-type: none"> Upper pay scale teacher to take assist KMc in leading a team of staff in the development of a Mental Health plan/strategy in school. Form tutors to set individual targets for PP students specifically designed to combat a specific barrier to their learning. Ed Psych to up-skill staff in leading CBT and other strategies to help teach pupils (and staff) how to self-regulate. Work with high school on following a federation wide pastoral system. 	<p>Fixed term exclusions for PP learners have reduced by 4 exclusions over the course of the year..</p> <ul style="list-style-type: none"> Sept 2017 – July 2018 = 22 Sept 2018 - July 2019 =16 	<p>Must use directed time to guide staff in completing this work. Staff achieved Mental Health CPD qualifications. Close link with Astley's inclusion team developed and used as an alternative to fixed term exclusion. Pupils provided with additional emotional needs with extra provision and guidance from a mentor in school. Develop 'Thrive' strategies across the whole school further. Reducing the number of fixed term exclusions for PP students is still a high priority.</p>

