

Whytrig Middle School 2018-2020 Pupil Premium Strategy and Impact Statement: Version 2 January 2020

1. Summary information for 2019-2020						
Total number of pupils	232	Number of pupils eligible for pupil premium funding	79 (34.1 % of total on roll) FSM & Ever 6= 74 Service children= 0 Pupil Premium Plus = 5 28.2 % of PP children (22) are also SEN			
Number of pupil premium children in each year group: Yr 5= 19 Yr 6= 22 Yr7= 18 Yr8=20						
Total pupil premium budget:	£95,705	Amount per pupil: Years 5 & Year 6 =£1,320 Years 7 & 8 = £935 Armed forces =£300 Pupil Premium Plus children = £2,300 7 of the 22 Year 6 PP learners are on the SEND register.				
Date of external pupil premium review:	Dates of internal half termly reviews: December 2019, April 2020 and July 2020. Green = School above the national attainment figures for other pupils (not disadvantaged). Red = Below					
2. Key indicators summer 2019: End of Key Stage 2 (Year 6) attainment, progress KS1 to KS2 and attendance data						
58 in cohort 17 PP 41 non-PP NOA =national averages for pupils not eligible for PP Not PP PP Within school gap NAO 2019 Attainment gap when compared to NAO						
% reaching expected standard in reading, writing and maths	Cohort 54%	56%	47%	-9%	71%	-15% Increased by 1%
% reaching a high score/working at greater depth in RWM	Cohort 5%	7%	0%	-7%	13%	-13% Increased by 7%
NA 2019=65% NA 2019 =11%						
% reaching expected standard in reading	Cohort 69% NA 2019=73%	68%	71%	+3%	78%	-7% Closed by 12%
% reaching a high score/working at GD in reading	Cohort 19% NA 2019=27%	22%	12%	-10%	31%	-19% Increased by 3%
% reaching expected standard in writing	Cohort 71% NA 2019=78%	73%	65%	-8%	83%	-18% Increased by 2%
% reaching a high score/working at GD in writing	Cohort 21% NA 2019=20%	27%	6%	-21%	24%	-3% Closed 15%
% reaching expected standard in maths	Cohort 79% NA 2019=79%	85%	65%	-20%	84%	-19% Closed by 1%
% reaching a high score/working at GD in maths	Cohort 14% NA 2019=27%	17%	6%	-11%	31%	-20% Closed by 2%

% reaching expected standard in grammar, punctuation & spelling (GPS) Cohort 74% NA 2019=78% % reaching a high score/working at greater depth in GPS Cohort 19% NA 2019=36%	81% 22%	59% 12%	-22% -10%	83% 41%	-24% Increased by 9% -29% Closed by 10%
Absence % Years 5 to 8 The national figures shown are for pupils not eligible for Free School Meals as the 2018 not disadvantaged figures have not been published.	5.8%	5.2%	0.6% Lower	4.8% (Non FSM)	0.4% Higher
Persistently absent % Year 5 to 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 2018 not disadvantaged figures have not been published.	6.3%	11.8%	5.5% Higher	11.1% (Non FSM)	0.7% Higher

Analysis of 2019 Key Indicators

- Within school gap narrowed significantly in RWM from -22% in 2018 to -9% in 2019
- Within school gap narrowed significantly in reading and writing from 2018 at both expected standard and greater depth standard.
- PP learners outperformed non-PP learners in reading at expected standard.
- In reading, school targets for % of PP learners achieving expected standard and greater depth standard was met.
- In writing and maths, school targets for % of PP achieving expected standard and greater depth standard was narrowly missed by 2 pupils.
- Whole school PP absence figures are lower than non-pp.
- PP PA figure is largely due to 2 pupils with significantly low attendance.

3. 2019-2020 Current Year 6 Pupil Premium Students For Years 5,7 & 8 please see our tracking document. Green highlighting = Prediction on or above target	Nov 2019 Target	Nov 2019 Actual	March 2020 Target	March 2020 Actual	Summer 2020 Target	Summer 2020 Actual
%reaching expected standard in reading % reaching a high score/working at greater depth in reading	27.2%(6) 0%	22.7%(5) 0%	50.0%(11) 13.6%(3)		90.9%(20) 31.8%(7)	
% reaching expected standard in writing % reaching a high score/working at greater depth in writing	22.7%(5) 0%	13.6% (3) 0%	45.4.%(10) 9.1%(2)		77.2%(17) 28.6%(6)	
% reaching expected standard in maths % reaching a high score/working at greater depth in maths	22.7%(5) 0%	22.7% (5) 0%	45.4.%(10) 9.1%(2)		77.2%(17) 27.2%(6)	
Absence % of PP learners in Years 5-8	4.8%	8.29%	4.8%		4.8%	
Persistent absence % of PP learners in Years 5-8 (90% or below)	10%	26.5%	10%		10%	

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Some pupil premium learners have weaker literacy, numeracy and independent learning skills.
B.	Low aspirations of some pupils and parents, a lack of cultural experiences and poor engagement.
C.	Teaching standards have improved. In class support for PP learners is not yet of a consistently high standard across school.
D.	Next steps marking, feedback and challenge is not yet of a consistent high standard across all year groups and all subjects
Additional barriers (including issues which require action outside school, such as high absence rates)	
E.	A very small % of PP learners have high absence rates.

5. Intended outcomes for summer 2020 and how they will be measured		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 maths across all cohorts is narrowed from September starting points.	<u>Attainment in reading at the end of KS2</u> 95.2% to achieve expected standard and 33.3% (7 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 maths across all cohorts is narrowed from September starting points.	<u>Attainment in writing and GPS at the end of KS2</u> 81.0% to achieve expected standard and 28.6% (6 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.	<u>Attainment in maths at the end of KS2</u> 81.0% to achieve expected standard and 28.6% (6 pupils to reach the higher threshold).
D	Overall ABSENCE rates fall so they are in line or above national others (4.8%) with rates of PA in line with 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 £94, 385

i. Strengthen the quality of teaching and learning for pupil premium learners.

Intended outcomes	Actions and steps taken.	Monitoring	Staff lead Costs	Impact / Evaluation
<p>To maintain the raised profile of PP learners in school and ensure that in class support for PP learners is strong, challenges learners and accelerates progress.</p> <p>To ensure that pupil premium learners have curriculum equality and the curriculum gives them the knowledge and cultural capital they need to succeed in life.</p>	<ul style="list-style-type: none"> • New pupil premium strategy document created, with clear actions, success criteria, milestones and monitoring arrangements. • New disadvantaged and SEND google doc produced with links to pupil profiles. Shared with all staff. • Ensure all interventions with disadvantaged pupils take place in lessons, lunchtime or after school so that they are not withdrawn from lessons and have curriculum equity with their peers. • Disadvantaged pupils are a standing agenda item in weekly staff meetings. • All staff involved in NAHT aspire achievement team meetings. Held every 4 weeks, data driven and focus on individuals not making progress. • APLS (accelerated progress learning sequences) introduced for individuals not making expected progress. • Learning conversations and lesson visits, using NAHT aspire Power Themes • Staff training on differentiation and QFT strategies, including gap analysis • Staff appraisal targets focusses on PP learners. • Whole staff agreement on: <ul style="list-style-type: none"> ○ Marking books of PP learners not on track first and in more detail. ○ Feedback is high quality and impacts on progress, use live marking where possible. Ensure pupils respond to feedback. ○ Questions are targeted at underperforming PP learners. ○ Seating plans specifically cater for PP learners in terms of teacher access and peer support. ○ All pp learners will respond to feedback and improve their work. ○ Books of MA PP learners will contain evidence of stretch and challenge. ○ Raise expectations of standard of presentation and focus on improving presentation, using targets and presentation stickers on books. ○ Use strategies such as ‘no-opt out’, ‘live modelling’, ‘quizzing’, regularly in lessons. ○ Make regular contact with disadvantaged parents and carers to praise and challenge. • Jan 2020: Whole School vocabulary project launched in order to address vocabulary gap. • Cultural capital is a whole school focus, and opportunities to expand pupils cultural capital is now being written into schemes of work, to ensure that disadvantaged learners have equal access to all opportunities. 	<p>HC to QA the pupil profiles to ensure they are accessible and regularly updated.</p> <p>Regular monitoring of PP progress by data drops, learning walks and book scrutiny.</p>	<p>PP Lead £40,000</p>	<p><u>Sep – Dec 2019</u></p> <p>Staff fully aware of PP learners and are implementing strategies to improve PP outcomes. This is evidenced by recent learning walk and book scrutiny. School developing marking and feedback policy in light of findings.</p> <p>Information on pp learners is more freely shared.</p> <p>Learning walk revealed evidence of very good practice of provision for PP learners. Areas for development were identified and shared with staff. Staff meeting agreed actions for term 2.</p> <p>Schemes of work and curriculum intent statements are beginning to reference cultural capital opportunities for all pupils.</p>

ii. Targeted support for pupil premium students.					
Intended outcomes	Actions and steps taken.	Timescale Milestones	Monitoring	Staff lead Costs	Impact /Evaluation
<p>Progress in READING for PP pupils is accelerated across all cohorts.</p> <p>Year 6 95.2% (20 pupils) to achieve expected standard in reading.</p> <p>33.3% (7 pupils) to reach the higher threshold.</p>	<p><u>Improve teaching so progress and attainment rapidly improve</u></p> <ul style="list-style-type: none"> • Smaller class sizes in year 6. • All PP pupils have challenging target to work towards. • Venn diagram tracking of pupil progress by Head of English. • NAHT achievement statements underpin learning objectives and allows closer tracking of skill development and need for intervention. • Year 5 data closely monitored to identify the need for early intervention. • More emphasis on PP learners in lessons, targeted questioning and using them as 'experts'. • Pairing PP learners with GD pupils in lessons. • Reading explorers weekly lesson. Shared reading focus on literal, deductive and inference skills. • Fluent Reader daily sessions. Peer tutoring, weak readers paired with stronger readers. Focus on accuracy and fluency. • Accelerated Reader Star Tests have been completed and data has been shared with parents. • Accelerated Reader will allow pupils to access ability-related texts. • Y6 Form Classes reading a whole class novel to engage students and promote a love of reading. • HoS reading short stories to whole school to promote reading. <p><u>Interventions and SATs Ready</u></p> <ul style="list-style-type: none"> • KS2 reading challenge. • Reading sessions with year 5 PP pupils and year 8 pp pupils in intervention sessions. • NAHT aspire Achievement Team meetings held every 4 weeks, data driven and focused on identifying individuals not making progress and intervening. • APLS (accelerated progress learning sequences) introduced for individuals not making expected progress. • Comprehension Booster from January 2020. • Targeted reading interventions with a TA for lower ability pupils. • Reading SAT practice more structured and uses new style tests. • AL to conduct question analysis to inform skills intervention. • Free revision guides for year 6. • Saturday school in preparation for SATs. • Teacher mentoring of those targeted for GDS (started Jan 2020) 	<p><u>% PP learners on track to achieve EXS</u></p> <p>Nov 19= 22.7% (5) March 20= Summer 20 =</p> <p><u>Y6 reading EXS TARGETS</u></p> <p>Nov 19 = 27.2% (6) March 20 = 50.0% (11) July 20= 90.9% (20)</p> <p><u>% PP learners on track to achieve GDS</u></p> <p>Nov 19= 0% March 20= Summer 20 =</p> <p><u>Y6 reading GDS TARGETS</u></p> <p>Nov 19= 0% March 20= 13.6% (3) July 20= 31.8.3% (7)</p>	<p>English Leader, supported by SLT to QA teaching, learning and written/verbal feedback.</p>	<p>English Leader and SLT</p> <p>£10,000</p>	<p><u>Sep – Dec 2019</u></p> <p>Regular tracking allows head of ks2 English to closely monitor progress of PP learners. PP learners are the focus of achievement team meetings, with targeted support given.</p> <p>Accelerated reader training has begun and baseline tests have been carried out.</p> <p>Recent reading tests reported that over half of the PP learners had made significant progress and a focus group of 5 were identified to be 'pushed' to meet national standard, along with a focus group of 8 to achieve EXS.</p> <p>Recent data collection shows that 5 PP learners have already demonstrated they are on track to achieve expected standard.</p>

Intended outcomes	Actions and steps taken	Timescale Milestones	Monitoring	Staff Lead Costs	Impact /Evaluation
<p>Progress in WRITING for PP pupils is accelerated across all cohorts.</p> <p><u>Year 6</u> 81.0% (17 pupils) to achieve expected standard in writing and GPS.</p> <p>26.8% (6 pupils) to reach the higher threshold.</p> <p>GPS = Grammar, punctuation and spelling</p>	<p><u>Improve teaching so progress and attainment rapidly improve</u></p> <ul style="list-style-type: none"> • Smaller class sizes in year 6. • All PP pupils have challenging target to work towards. • Venn diagram tracking of pupil progress by Head of English. • Year 5 data closely monitored to identify the need for early intervention. • Pairing PP learners with GD pupils in lessons. • NAHT achievement statements underpin learning objectives and allows closer tracking of skill development and need for intervention. • Work is marked against NC standards (NS and GD) and feedback signposts personalized targets. • PP books marked first and in more detail. • Fluent Writer introduced in KS2. Daily differentiated sessions focus on legibility, accuracy and fluency of writing. Rewards for beating personal best. • North of the Tyne Oracy project continuing. Talk homework, set on Fridays, and tutor session on Thursdays using talk structures. Oracy work develops vocabulary and strengthens talk for writing. • All KS2 classes using Twinkl differentiated spelling scheme, with weekly homework. • CGP spelling, punctuation and grammar homework books used in KS2. • English staff produce 'WILF' (what I'm looking for) for each writing task, and work is marked against this, with personalised targets for improvement and challenge. <p><u>Interventions and SATs Ready.</u></p> <ul style="list-style-type: none"> • NAHT aspire Achievement Team meetings held every 4 weeks, data driven and focused on identifying individuals not making progress and intervening. • APLS (accelerated progress learning sequences) introduced for individuals not making expected progress. • Free revision guides for year 6. • Saturday school in preparation for SATs • SPAG (spelling, punctuation and grammar) SAT practice more structured and uses new style tests. • Targeted writing/SPAG interventions with a TA for lower ability pupils. • Year 5 spelling interventions with CB. 	<p><u>% PP learners on track to achieve EXS</u> Nov 19= 13.6% (3) March 20= Summer 20 =</p> <p><u>Y6 Writing/GPS EXS TARGETS</u> Nov 19 = 22.7% (5) March 20 = 45.4% (10) July 20= 77.2% (17)</p> <p><u>% PP learners on track to achieve GDS</u> Nov 19= 0% March 20= Summer 20 =</p> <p><u>Y6 Writing /GPS GDS TARGETS</u> Nov 19= 0% March 20= 9.1% (2) July 20= 27.2% (6)</p>	<p>English Leader, supported by SLT to QA teaching, learning and written/verbal feedback.</p>	<p>English Leader & SLT</p> <p>£10,000</p>	<p><u>Sep – Dec 2019</u></p> <p>Regular tracking allows head of ks2 English to closely monitor progress of PP learners. PP learners are the focus of achievement team meetings, with targeted support given.</p> <p>Fluent writer is showing an improvement in speed, accuracy and presentation of writing.</p>

Intended outcomes	Actions and steps taken	Timescale Milestones	Monitoring	Staff Lead Costs	Impact /Evaluation
<p>Progress in MATHS for PP pupils is accelerated across all cohorts.</p> <p>Year 6 81.0% (17 pupils) to achieve expected standard in maths.</p> <p>28.6% (6 pupils) to reach the higher threshold.</p>	<p><u>Improve teaching so progress and attainment rapidly improve</u></p> <ul style="list-style-type: none"> Smaller class sizes in year 6, with a more able group and 2 parallel sets, allowing targeting of more able pupils. All PP pupils have challenging target to work towards and regularly reviewed. Venn diagram tracking of pupil progress by Head of Maths. Year 5 data closely monitored to identify the need for early intervention. Pairing PP learners with GD pupils in lessons. NAHT achievement statements underpin learning objectives and allows closer tracking of skill development and need for intervention. PP books marked first and in more detail. Maths Mastery approach embedded across KS2. Fast Maths introduced daily, to develop mathematical fact theory recall. Focus on reasoning explanations, with the hashtag #explainit #pictureit for GDS New scheme of work introduced into KS2 (Power Maths) Focused pre and post block assessments to identify prior knowledge and gaps for intervention. <p><u>Interventions and SATs Ready.</u></p> <ul style="list-style-type: none"> NAHT aspire Achievement Team meetings held every 4 weeks, data driven and focused on identifying individuals not making progress and intervening. APLS (accelerated progress learning sequences) introduced for individuals not making expected progress. Free revision guides for year 6. Saturday school in preparation for SATs Maths SAT practice more structured and uses new style tests. Targeted interventions with a TA for lower ability pupils. CB support in Year 5 and 6 Maths lessons and for bespoke intervention. SLT mentoring of those targeted for GDS 	<p><u>% PP learners on track to achieve EXS</u> Nov 19= 22.7% (5) March 20= Summer 20 =</p> <p><u>Y6 Maths EXS TARGETS</u> Nov 19 = 22.7% (5) March 20 = 45.4% (10) July 20= 77.2% (17)</p> <p><u>% PP learners on track to achieve GDS</u> Nov 19= 0% March 20= Summer 20 =</p> <p><u>Y6 Maths GDS TARGETS</u> Nov 19= 0% March 20= 9.1% (2) July 20= 27.2% (6)</p>	<p>Maths Leader, supported by SLT to QA teaching, learning and written/verbal feedback.</p>	<p>Maths Leader and SLT £10,000</p>	<p><u>Sep – Dec 2019</u></p> <p>Fast maths is demonstrating an in improvement in basic skills, speed and accuracy of calculations.</p> <p>Regular tracking allows head of ks2 maths to closely monitor progress of PP learners. PP learners are the focus of achievement team meetings, with targeted support given.</p> <p>Power maths has been purchased to ensure a consistent approach across classes in Key Stage 2. Power Maths resources to be used from the start of the Spring Term. Student workbooks have been purchased for every child to remove some of the barriers that contribute towards successful exercise completion.</p>

iii. Other approaches to raise the attainment and progress of pupil premium students.

Intended outcomes	Actions and steps taken	Timescale Milestones	Monitoring	Staff lead Costs	Impact /Evaluation
<p>ATTENDANCE</p> <p>Maintain attendance rate of PP to be in line with the national average.</p> <p>Continue to remove barriers that prevent pupils attending school.</p> <p>PP absence rate improves from 5.2% to 4.8% or less by July 2020.</p> <p>PP PA rate is reduced from 11.8% to 10% or less by July 2020.</p>	<ol style="list-style-type: none"> 1. EWO and Head of School meet every week to monitor attendance, so that attendance issues are picked up and acted upon early. Letters send out to parents with an attendance rate below 95%, 92% meetings arranged with GS and EWO is contacts/meets with parents/carers if attendance dips below 90%. 2. Attendance officer/ Student support officer to contact home on the first day of absence to ensure a swift return to school, and support families in ensuring good attendance. 3. Attendance is recorded on Google Doc. 4. Every half term pupils with an attendance rate of 95% or better have a free non-uniform day and class certificates for the highest attendance awarded. 5. Holidays taken in term time not authorised. Penalty fines introduced. 6. Newsletter, website and “Attendance Matters” leaflet to emphasise the importance of good attendance and how it impacts on progress/attainment. 7. Improved attendance rewards (certificate & prize) for pupils who manage to improve their attendance by at least 4%. Awarded every half term from December 2019. 	<p><u>PP Absence targets</u></p> <p>Dec 19= 4.8%</p> <p>March 20= 4.8%</p> <p>July 20= 4.8%</p> <p><u>PP PA targets</u></p> <p>Dec 19= 10%</p> <p>March20= 10%</p> <p>July 20= 10%</p>	<p>Weekly EWO meetings.</p> <p>Google doc monitored and attendance interventions recorded.</p> <p>Will require medical evidence for students at risk of becoming PA.</p>	<p>GS, JS and EWO</p> <p>£25,705</p>	<p><u>September to December 2019</u></p> <p>PP absence rate = 8.29%</p> <p>Non-PP absence rate=5.08%</p> <p>Gap= -3.21%</p> <p>PA PP rate = 26.5%</p> <p>PA non-PP = 13.2%</p> <p>Gap = -13.3%</p> <p>Actions being followed in all cases of PA and fines have been issued where appropriate.</p> <p>Large absence rates are largely due to several viruses in the local area, and we anticipate an improvement in these figures as the year progresses.</p> <p>PA figures are largely due to a small group of pupils who do not regularly attend school, EWO is involved with these families.</p>

Intended outcomes	Actions and steps taken	Monitoring	Staff lead Costs	Impact / Evaluation
<p><u>ENGAGEMENT AND RAISING ASPIRATIONS of PP LEARNERS AND THEIR PARENTS</u></p> <p>Remove the financial barriers that prevent learning and ensure that pupil premium learners have access to a rich set of experiences that develop and stretch their talents and interests.</p> <p>Further raise levels of engagement and aspirations to improve our pupil premium learners life chances.</p>	<ul style="list-style-type: none"> • Free breakfast offered to disadvantaged pupils to provide a healthy start to the school day. • Uniform, stationery, learning resources, PE kit etc provided if required, so that disadvantaged pupils are well prepared for learning. • Educational visits, trips with an overnight stay, enrichment activities, and fieldwork are paid for or subsidised where required so financial barriers to learning are removed. • Resources needed for homework projects are provided when required. • Homework club ensures that pupils have a quiet space to complete homework successfully. • Butterfly Garden, bike club, gardening club, Lego club running weekly and involve PP learners. • Term 1 visits include <ul style="list-style-type: none"> ○ Kingswood residential ○ Woodhorn visit ○ Nissan engineering discovery event ○ Christmas cinema visit. <p>(see extra-curricular record for more details)</p> • PTA established. This has a wider reach to parents and involves more parents coming into school more regularly. • Christmas play planned and involves PP learners in the cast and crew. • STEM day to run in December 2019. • Arts award targets PP learners. • HC to investigate starting 'joining in time' in KS2 to allow parents to come into school and work with their children. • HC to investigate starting 'parent lunches' to allow parents into school to eat lunch with their children. • HC to investigate possible university engagement activities to involve MA PP learners in KS3. • Drive to sign more parents up to school gateway. • Continue to develop use of School Gateway to send positive feedback home to PP learners parents. • All extra-curricular activities are recorded on google doc, along with disadvantaged participation and support. 	<p>Lesson observations learning walks and book scrutinies.</p> <p>Pupil voice surveys</p>	<p>SLT</p>	<p><u>Sep – Dec 2019</u></p> <p>Financial barriers to learning continue to be removed. Extra-curricular events and disadvantaged participation are recorded on google doc, and show clear evidence of involvement and support of disadvantaged pupils.</p> <p>Careers Event for year 8 was very successful and opened possibilities of future employment up to disadvantaged pupils.</p> <p>PP learners were selected as 'winners' of the homework project competition.</p>

7. Review of expenditure Total pupil premium budget = £88,680			
Previous Academic Year :2018-2019 74 pupil premium students			
Intended outcomes	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.	Lessons learned (and whether you will continue with this approach)
i. Strengthen the quality of teaching and learning.		Total cost =£30,000	
<p>To raise the profile of disadvantaged pupils in the school and identify their barriers to learning.</p> <p>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>Ensure PP learners are stretched and challenged appropriately.</p>	<p>Lead for disadvantaged pupils appointed to drive up pupil premium outcomes.</p> <p>Central register of PP learners created, updated and monitored.</p> <p>Disadvantaged pupil progress regular agenda item at staff meetings.</p> <p>QFT strategies introduced and evaluated (seating plans, marking and feedback etc) with a focus on PP learners.</p> <p>Whole staff agreement on signposting stretch and challenge of PP learners.</p>	<p>PP learners profile raised in school. All staff aware of who PP learners are and have a better awareness of their barriers to learning. Disadvantaged learners now a whole staff focus.</p> <p>QFT strategies are being used well in lessons. Learning walks and evidence in books show that strategies have been used successfully.</p>	<p>School will continue to keep PP learners profile high, and ensure that in class support for PP learners is strong.</p>

ii. Targeted support for pupil premium students.		Total cost = £30,000	
<p>READING 71% to achieve expected standard in reading. 12% (2 pupils) to reach the higher threshold.</p> <p>WRITING 71% to achieve expected standard in writing and GPS. 12% (2 pupils) to reach the higher threshold.</p> <p>MATHS 77% to achieve expected standard in maths. 18% (3 pupils) to reach the higher threshold.</p>	<p>Reading explorers scheme introduced, weekly guided reading sessions occurred and named pupils were targeted to achieve EXS and GDS. Small group and individual interventions took place as well as a range of opportunities for all PP learners to strengthen reading skills.</p> <p>Participation in North of the Tyne Oracy Project. Rising Stars spelling program introduced. Named pupils targeted to achieve EXS and GDS.</p> <p>Maths Mastery approach embedded. Focus on Bar modelling for calculations. Rapid interventions in class took place on a lesson by lesson basis. Small group and individual interventions too place.</p>	<p>Targets for EXS and GDS standard achieved. Pupils ability to decode and understand what they have read has improved. The within school gap between PP and non-PP learners in reading fell from -31% in 2018, to +3% in 2019. The % of PP learners achieving EXS in reading increased from 61% in 2018 to 71% in 2019.</p> <p>65% of PP learners achieved EXS in writing and 6% achieved GDS. This narrowly missed target, however, the within school gap between PP and non-PP learners fell from -30% in 2018 to -8% in 2019. The % of PP learners achieving EXS in writing fell from 67% in 2018 to 65% in 2019.</p> <p>65% of PP learners achieved EXS in maths and 6% achieved GDS. This narrowly missed target. The within school gap between PP and non-PP learners remained at -20%, however the % of PP learners achieving EXS in maths increased from 61% in 2018 to 77% in 2019.</p>	<p>To further reduce the in school gaps in attainment by ensuring that all staff provide more targeted support for PP learners in all lessons.</p> <p>Heads of English and Maths to monitor progress from year 5 to ensure that PP learners not on target are swiftly identified and interventions are put in place earlier.</p>
iii Other approaches to improve the attainment and progress of pupil premium students.		Total cost = £26,680	
<p>ATTENDANCE Remove barriers preventing students from attending school. PP absence rate improves to 4.8% or less. PP PA rate is 11.1% or less.</p>	<p>Head of School and attendance officer to meet EWO weekly to monitor attendance and ensure early intervention.</p> <p>Rewards for high attendance given.</p>	<p>Absence rate of PP learners was 5.2% which was higher than targeted, however, 0.6% lower than non-PP learners.</p> <p>PP PA rate was 11.8%, which is lower than the previous year (16.4%) and was largely due to the PA of one pupil.</p>	<p>Continue attendance strategies.</p> <p>To further reduce the PP PA rate to 10%.</p>
<p>ENGAGING PARENTS and RAISE ASPIRATIONS Remove financial barriers that prevent learning Further raise levels of aspirations and engagement of PP learners and their parents.</p>	<p>Visits, equipment, breakfasts all subsidised or provided where necessary.</p> <p>Lots enrichment activities took place and PP learners were actively recruited and encouraged to participate.</p> <p>Successful coffee afternoons held. Good attendance from parents.</p> <p>More parents have signed up and are using school gateway.</p>	<p>Equipment provision has allowed more PP to feel that they are not held back by financial barriers. This has been handled sensitively and school is more aware of 'poverty proofing'.</p> <p>Parents feel more comfortable visiting school.</p> <p>School gateway is being used more and more.</p>	<p>Further develop use of school gateway for teachers to make direct contact with parents. PTA development to include more parents. Continue subsidising strategies.</p>

8.Additional detail

For additional information and evidence relating to this strategy statement please see our website and our Post Ofsted Action Plan.