

# Whytrig Middle School: Pupil Premium Strategy and Impact Statement 2019-2022

## 1. School Overview

<b>Metric</b>	<b>Data</b>
Pupils in school	248 (September 2020)
Proportion of disadvantaged pupils	33.9% (84)    FSM & Ever 6 = 78    Pupil premium plus= 3    Service children= 3 Year 5= 24    Year 6 =18    Year 7=26    Year 8=16
Pupil premium allocation this academic year	£101,700
Academic year or years covered by statement	2019-22
Publish date	November 2020
Review date	October 2021
Statement authorised by	John Barnes (Executive Headteacher) Jon Souter (Head of School)
Pupil premium lead	Helen Campbell
Governor lead	Lauren Coatsworth

## **End of Key Stage 2 (Year 6) disadvantaged pupil progress scores for last academic year**

<b>Measure</b>	<b>Score</b>
Reading	-0.63
Writing	-1.80
Maths	-2.27

**Disadvantaged pupil performance overview for last measured academic year (2018/19) compared to pupils not eligible for pupil premium funding.** PP = Pupils eligible for pupil premium funding NAO=National average for pupils not eligible for PP funding

Measure	PP	Not PP	In school gap	NAO	Attainment gap when compared to NAO
<b>End of Key Stage 2 (Year 6) attainment - unvalidated</b>					
Meeting expected standard in reading	71%	68%	+3%	78%	-7% Closed by 12%
Achieving high standard in reading	12%	22%	-10%	31%	-19% Increased by 3%
Meeting expected standard in writing	65%	73%	-8%	83%	-18% Increased by 2%
Achieving high standard in writing	6%	27%	-21%	24%	-3% Closed 15%
Meeting expected standard in mathematics	65%	85%	-20%	84%	-19% Closed by 1%
Achieving high standard in mathematics	6%	17%	-11%	31%	-20% Closed by 2%
Meeting expected standard in grammar punctuation & spelling	59%	81%	-22%	83%	-24% Increased by 9%
Achieving high standard in grammar punctuation & spelling	12%	22%	-10%	41%	-29% Closed by 10%
Meeting expected standard in reading, writing & maths	47%	56%	-9%	71%	-15% Increased by 1%
Achieving high standard in reading, writing and maths	0%	7%	-7%	13%	-13% Increased by 7%
Absence % Years 5 to 8 (The NAO is for non-FSM in 2018)	5.2%	5.8%	+0.6%	4.8%	-0.4% Increased by 0.08%
Persistently absent % Years 5 to 8 -- pupils with an attendance rate of 90% or below. (The NAO is for non-FSM in 2018)	11.8%	6.3%	-5.5%	11.1%	-0.7% Closed by 4.6%

## Analysis of 2019 Key Indicators

- Within school gap narrowed significantly in RWM from -19% 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.
- Disadvantaged learners outperformed non-disadvantaged learners in reading at expected standard.

- In reading, school targets for % of disadvantaged learners achieving expected standard and greater depth standard was met.
- In writing and maths, school targets for % of disadvantaged pupils achieving expected standard and greater depth standard was narrowly missed by 2 pupils.
- Whole school disadvantaged pupil absence figures are lower than non-disadvantaged pupils.
- Disadvantaged PA figure is largely due to 2 pupils with significantly low attendance.

## 2. Overall Strategy Aims for Disadvantaged Pupils

Measure	Activity
<p><u>Priority 1</u> Diminish the gap in attainment in reading, writing and maths between disadvantaged and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>● Improve the consistency and quality of teaching and learning ensuring that in class support for disadvantaged pupils is of a consistently high standard and that feedback and challenge is of a consistently high standard. (see teaching priorities) (EEF research suggests that QFT strategies such as effective feedback and a mastery approach can add up to an additional 8 months of progress to pupil attainment)</li> </ul>
<p><u>Priority 2</u> Improve the performance of disadvantaged pupils in reading and develop independence and a love of reading in all disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>● Introduce Accelerated Reader across school, ensuring that all staff have had training to deliver scheme effectively and consistently. (see targeted academic support) (EEF research suggests that reading comprehension strategies can add up to an additional 6 months of progress to pupil attainment- these skills can be applied across the curriculum)</li> </ul>
<p><u>Barriers to learning these priorities address</u></p>	<ul style="list-style-type: none"> <li>● Some disadvantaged learners have weaker literacy, numeracy and independent learning skills.</li> <li>● Low aspirations of some pupils and families, a lack of cultural experiences and poor engagement, especially in reading.</li> <li>● Teaching standards have improved, but in class support for disadvantaged learners is not yet of a consistently high standard.</li> <li>● Next step marking, feedback and challenge is not yet of a consistent high standard across school.</li> </ul>

## Intended Key Outcomes for Summer 2021

Aim	Target	Target date	Termly Monitoring			
			Aut 2020 Target	Aut 2020 Actual	Spring 2021 Target	Spring 2021 Actual
Attainment in Reading	88.9% (16) of cohort to achieve the expected standard in reading 38.9% (7) of cohort to achieve the higher standard	July 2021	38.9% (7) 0%	22.2%(4) 0%	55.6% (10) 11.1% (2)	55.6% (10) 5.6% (1)
Attainment in Writing	83.3% (15) of cohort to achieve the expected standard in writing 33.3% (6) of cohort to achieve the higher standard	July 2021	33.3%(6) 0%	16.7% (3) 0%	44.4% (8) 5.6 % (1)	55.6% (10) 27.8% (5)
Attainment in Maths	83.3% (15) of cohort to achieve the expected standard in Maths 27.8% (5) of cohort to achieve the higher standard	July 2021	27.8%(5) 0%	33.3% (6) 0%	44.4% (8) 5.6% (1)	44.4% (8) 0%
Attainment in Reading, Writing and Maths	83.3% (15) of cohort to achieve the expected standard in R,W &M 27.8% (5) of cohort to achieve the higher standard	July 2021	27.8% (5) 0%	11.1% (2)	27.8% (5) 0%	33.3% (6) 0%

### 3. Spending Priorities and Rationale

#### a. Teaching priorities for current academic year

Measure	Activity
<p><u>Priority 1</u> Ensure that in class support for disadvantaged learners is strong, challenges learners and accelerates progress and minimises any gaps created by the COVID-19 pandemic lockdown.</p>	<ul style="list-style-type: none"> <li>● Ensure all staff are aware of and are addressing individual needs of disadvantaged learners, through use of; quality first teaching strategies, disadvantaged and SEND google doc, staff meeting time, disadvantaged monitoring documents, achievement team meetings and APLS (accelerated progress learning sequences).</li> <li>● Whole staff agreement and consistent use of quality first teaching strategies that include; marking of disadvantaged learner books first and in more detail, quality feedback and live marking, use of stretch and challenge, targeted questioning, creating seating plans to cater for disadvantaged learners, live modelling, quizzing and no-opt out technique. (EEF research suggests that QFT strategies such as feedback and a mastery approach can add up to an additional 8 months of progress to pupil attainment)</li> </ul>
<p><u>Priority 2</u> To ensure that disadvantaged 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"> <li>● Ensure disadvantaged learners are not withdrawn from lessons and have full curriculum equity with their peers.</li> <li>● Ensure that all staff implement the curriculum vision and intent consistently.</li> <li>● Continue to develop the whole school focus on cultural capital, ensuring that cultural capital opportunities are written into schemes of work and that disadvantaged learners have equal access to all opportunities.</li> <li>● Whole school vocabulary project (daily vocabulary sessions in form classes) (EEF research suggests that oral language strategies can add up to an additional 6 months of progress to pupil attainment)</li> <li>● Ensuring the North of Tyne Oracy project work is continued in all year groups. (EEF research suggests that oral language strategies can add up to an additional 6 months of progress to pupil attainment)</li> </ul>
<p><u>Barriers to learning these priorities address</u></p>	<ul style="list-style-type: none"> <li>● Some disadvantaged learners have weaker literacy, numeracy and independent learning skills</li> <li>● Low aspirations of some pupils and families, a lack of cultural experiences and poor engagement, especially in reading.</li> <li>● Teaching standards have improved, but in class support for disadvantaged learners is not yet of a consistently high standard.</li> <li>● Next step marking, feedback and challenge is not yet of a consistent high standard across school.</li> </ul>
<p><u>Projected spending</u></p>	<p>£40,000</p>

## b. Targeted academic support for current academic year

Measure	Activity
<p><u>Priority 1</u> To accelerate progress and attainment in reading across in all year groups and develop pupil independence and a love of reading.</p>	<ul style="list-style-type: none"> <li>● Introduction of Accelerated Reader in all year groups. All staff trained on how to deliver AR effectively. AR reading sessions take place daily. Pupils read ability appropriate texts and all levels are personalised. Disadvantaged pupils a focus during these sessions. (EEF research suggests that reading comprehension strategies can add up to an additional 6 months of progress to pupil attainment- these skills can be applied across the curriculum)</li> <li>● Reading explorers weekly lessons in year 6 English.</li> <li>● HoS reading short stories in assembly to the whole school.</li> <li>● Virtual and live author visits to school.</li> </ul>
<p><u>Priority 2</u> To accelerate progress in reading, writing and maths for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>● Smaller class sizes in year 6 (EEF research suggests that reducing class sizes can add up to an additional 3 months of progress to pupil attainment)</li> <li>● Close pupil tracking my English and maths subject leaders.</li> <li>● Google classroom used for targeted homework (EEF research suggests that home learning strategies can add up to an additional 2 months of progress to pupil attainment at primary age)</li> <li>● NAHT achievement team meetings, focussed on disadvantaged pupils.</li> <li>● Targeted interventions for year 6 pupils in maths and English with teachers and LSAs (EEF research suggests that small group tuition can add up to an additional 4 months of progress to pupil attainment)</li> <li>● Teacher mentoring scheme for those pupils targeted to achieve GDS.</li> <li>● Subject specific activities such as CGP SPAG books, Doodle English, Twinkl spelling scheme, Flashback 4, Times Tables Rockstars, Power Maths and MyMaths.</li> <li>● Pre SATs preparation such as boosters, revision guides and Saturday school.</li> </ul>
<p><u>Barriers to learning these priorities address</u></p>	<ul style="list-style-type: none"> <li>● Some disadvantaged learners have weaker literacy, numeracy and independent learning skills</li> <li>● Low aspirations of some pupils and families, a lack of cultural experiences and poor engagement, especially in reading.</li> </ul>
<p><u>Projected spending</u></p>	<p>£35,000</p>

### c. Wider strategies for current academic year

Measure	Activity
<p><u>Priority 1</u> Remove the financial barriers that prevent learning and ensure that disadvantaged learners have access to a rich set of experiences that develop and stretch their talents and interests.</p>	<ul style="list-style-type: none"> <li>• Free breakfast offered to disadvantaged pupils.</li> <li>• Uniform, stationery, learning resources, PE kit provided by school when required.</li> <li>• Educational visits, trips, enrichment activities and fieldwork are paid for or subsidised when required. (EEF research suggests that social and emotional development can add up to an additional 4 months of progress to pupil attainment)</li> <li>• ICT equipment provided where needed for remote learning.</li> <li>• Wide range of extra-curricular clubs and activities run and school ensures disadvantaged learners are given opportunities to be involved. (EEF research suggests that social and emotional development can add up to an additional 4 months of progress to pupil attainment)</li> </ul>
<p><u>Priority 2</u> Further raise levels of engagement and aspirations to improve our disadvantaged learners life chances.</p>	<ul style="list-style-type: none"> <li>• Wide range of extra-curricular clubs and activities run and school ensures disadvantaged learners are involved. (EEF research suggests that social and emotional development can add up to an additional 4 months of progress to pupil attainment)</li> <li>• All extra-curricular activities are recorded and disadvantaged pupil involvement is tracked</li> <li>• Further develop PTA and provide more opportunities for parents to engage with school.</li> <li>• Further develop use of school gateway and school comms to communicate with families. (EEF research suggests that parental engagement can add up to an additional 3 months of progress to pupil attainment)</li> </ul>
<p><u>Barriers to learning these priorities address</u></p>	<ul style="list-style-type: none"> <li>• Low family income can prevent disadvantaged learners from being adequately prepared for learning or successfully accessing opportunities offered by school.</li> <li>• Low aspirations of some pupils and parents, a lack of cultural experiences and poor engagement, especially in reading.</li> </ul>
<p><u>Projected spending</u></p>	<p>£26,700</p>

#### 4. Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensure that enough time is given to allow for staff professional development and planning.</p> <p>Ensuring that QFT strategies are used consistently well.</p>	<ul style="list-style-type: none"> <li>● Use of directed time and teacher training days to address this. Additional cover provided as necessary. Directed time focussed on staff CPD.</li> <li>● Middle leaders to disseminate best practice to staff and ensure consistency across their subjects and cohorts. Make this a focus of achievement team meeting interventions.</li> <li>● Fortnightly T&amp;L CPD sessions every Wednesday of week 2.</li> <li>● Learning walks/lesson observations and work scrutinies by middle leaders and SLT to ensure consistency.</li> </ul>
Targeted support	<p>Ensure that AR sessions are timetabled and happen consistently.</p> <p>Ensure that delivery of AR is consistent and effective across each form class.</p> <p>Ensure that a wide range of books are available across school.</p> <p>Ensure enough time is given for English and maths leaders to support staff and disadvantaged learners in new strategies.</p>	<ul style="list-style-type: none"> <li>● Cover for AR training provided when necessary.</li> <li>● AR is a regular agenda item in staff meetings.</li> <li>● Core team leaders take responsibility for monitoring consistency of AR delivery across year groups.</li> <li>● All staff have AR implementation as an appraisal target.</li> <li>● A wide range of texts have been purchased, links being made with the library on ACHS site and pupil access myOn to read at home.</li> <li>● Cover for subject leaders provided when necessary.</li> <li>● Subject leaders meet with HoS regularly to discuss pupil progress.</li> <li>● Time and staff are made available for necessary interventions.</li> </ul>
Wider strategies	<p>Ensure that a wide range of opportunities are provided while the COVID-19 restrictions are in place.</p>	<ul style="list-style-type: none"> <li>● Ensure that staff access opportunities in alternative forms, such as virtual visits and talks, or holding extra-curricular activities within bubbles.</li> </ul>



## 5. Review: last year's aims and outcomes

Aim	Outcome
To maintain the raised profile of disadvantaged learners in school and ensure that in class support for them is strong, challenges learners and accelerates progress.	Disadvantaged learner progress was a weekly agenda item at staff meetings and a focus for achievement team meetings. Staff received ongoing CPD in quality first teaching strategies. Learning walks, lesson observations and work scrutinies until March 2020 reveal that in class support for disadvantaged learners was making steady improvement across school. This focus should be maintained into the next academic year due to the COVID-19 pandemic and the possible negative effect that lockdown may have had on disadvantaged learners.
To accelerate progress and attainment in reading writing and maths for all disadvantaged learners.	Steady improvement was being made towards targets. Monitoring in March 2020 revealed that most disadvantaged pupils were on track to make targeted progress in the Summer 2020 SATs. These did not take place due to the COVID-19 pandemic. Staff felt that the actions and interventions implemented had been successful and should continue into the next academic year to fully reveal their effectiveness.
To remove financial barriers that prevent learning and ensure that disadvantaged learners have a rich set of experiences that develop and stretch their talents and interests.	No pupils were disadvantaged due to financial barriers, all resources were provided or subsidised by school where needed. A tracking document up until March 2020 tracked disadvantaged involvement with all arts, sporting, STEM and personal development activities provided by school and revealed that disadvantaged pupils had been given equal opportunity to participate in these activities. This will continue into the next academic year, to ensure that pupils are still offered a rich variety of opportunities in spite of the COVID-19 restrictions. During lockdown, ICT equipment was provided to disadvantaged pupils who required it to allow them to access the remote learning set by school. Some disadvantaged pupils attended open school and those at home were contacted when necessary to ensure that they were managing with remote learning and also with any wellbeing issues.