

## Pupil premium strategy statement

1. Summary information					
School	Marden Bridge Middle School				
Academic Year	2019/20	Total PP budget	£121,454	Date of most recent PP Review	Sept 2018
Total number of pupils	557	Number of pupils eligible for PP	88	Date for next internal review of this strategy	January 2020

2. Current attainment (Yr6 SAT Results)		
	<i>Pupils eligible for PP (national)</i>	<i>National average Pupils not eligible for PP</i>
% achieving in reading, writing and maths	60% (51%)	71%
% meeting Age Related Expectations in reading	64% (62%)	78%
% meeting Age Related Expectations in writing	68% (68%)	83%
% meeting Age Related Expectations in Maths	60% (67%)	85%

Marden Bridge combined RWM gap is 11%, Nationally this gap is 19%.

3. Current attainment at end of 2018/19 (Target Tracker)						
	<i>Year 5 PP</i>	<i>Yr5 Non-PP</i>	<i>Yr7 PP</i>	<i>Yr7 Non-PP</i>	<i>Yr8 PP</i>	<i>Yr8 Non-PP</i>
% meeting ARE in reading	80%	81.4%	72.7%	87.8%	76.2%	90.1%
% meeting ARE in writing	75%	82.2%	72.7%	90%	73.8%	91.2%
% meeting ARE in maths	65%	76.7%	72.7%	86.7%	47.6%	73.6%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b>		
A.	Middle attaining PP pupils (according to KS 1 for Y6 SATs) are less successful in achieving EXS in Reading, Writing and Maths than non-PP peers in their KS2 SAT tests.	
B.	High attaining (KS1 data) PP pupils are less successful in achieving GDS in Maths than non-PP peers in year 6; Maths PP gaps in KS3 are also larger than ks 2.	
C.	The need to skill PP children with literacy and numeracy skills whilst at the same time maintaining a balanced foundation curriculum.	
D.	Internal data shows that PP pupils are disproportionately removed from lessons when compared to non-PP pupils.	
E.	PP children's academic standards on entry are generally lower than their non-PP peers.	
<b>External barriers</b>		
E.	Attendance data shows that some PP pupils attend less well than their non-PP peers.	
F.	Fewer PP pupils attend extra curricular clubs and trips than their non-PP peers, missing out on cultural capital and social/emotional enrichment. .	
G.	Higher prevalence of support required for SEMH issues	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A)	Reduced gaps in foundation subjects in Yr6 > Yr7	<ul style="list-style-type: none"> <li>• "Target Pupil" lists are derived following each data capture.</li> <li>• Focus pupils are shared with all teachers on a faculty level.</li> <li>• Pupil progress meetings held with JN</li> </ul>
B)	Improved PP Writing outcomes, especially in KS2.	<ul style="list-style-type: none"> <li>• Cohesive success criteria used across the school to ensure clarity of expectations.</li> <li>• Foundation homework tasks linked to vocabulary to improve subject specific vocabulary</li> </ul>
	Smaller gaps in Maths at Key Stage 3.	<ul style="list-style-type: none"> <li>• Collaborative planning, and moving to mixed ability bands to address underperformance of PP pupils.</li> <li>• Focused book scrutiny to improve outcomes.</li> </ul>
C)	Outcomes for disadvantaged pupils in SATS tests meet/exceed national averages for PP pupils. (ultimately to match national non PP pupils)	<ul style="list-style-type: none"> <li>• Monitoring tools ensure that all teaching is at least good or better over time; any deviation from this is dealt with swiftly by faculty leader; monitored by HT/SLT.</li> <li>• Intervention groups are planned around PP eligible pupils; these groups are effectively tracked using Target Tracker</li> <li>• Faculty Leaders check that intervention groups are pre-populated in Target Tracker.</li> <li>• Intervention officers are directly responsible for pupil progress on specified objectives as specified in Appraisal success criteria.</li> </ul>
D)	PP attendance is improved to school target of 95%. PP persistent absence reduced to match non PP pupils.	<ul style="list-style-type: none"> <li>• Attendance officer produces RAG lists of attendance monthly</li> <li>• Attendance listed as standing agenda item on fortnightly year group meetings</li> <li>• HoY direct class teachers to contact home when attendance slips below 95% -</li> <li>• HT and PP champion hold monthly meetings to monitor actions and hold HoY to account.</li> </ul>
E)	Reduced numbers of internal exclusion and removes for PP eligible pupils.	<ul style="list-style-type: none"> <li>• HoY monitors Pastoral Concern Log to flag any pupils repeatedly failing to meet behavioural expectations.</li> <li>• 3 removes will result in HoY contact with parents to ascertain specific barriers</li> <li>• Minutes of year group meetings include PP pupils causing concern with actionable target driven outcomes</li> </ul>

F)	Improved parental engagement, including <ul style="list-style-type: none"> <li>Parental attendance at parent evening</li> <li>English and maths booster sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Parents of PP eligible pupils will be phoned directly by the admin team to arrange appointments at parent's evening, instigated by DHT.</li> <li>Form tutors will phone parents who do not attend appointments and invite them in where behaviour/attendance are a concern.</li> <li>From parents eve, barriers to learning are recorded, these are re-checked for progress at the end of that term to ensure expectations have been met.</li> </ul>
G)	"Poverty Proofing" educational visits and additional costs over the school year	<ul style="list-style-type: none"> <li>Year group Letter sent to all pupils including PP in September detailing all future costs for the coming year, including non-uniform days, visits and trips, additional costs including hoodies and residential.</li> <li>Option given to parents to split the costs of these visits/events over the course of the year.</li> <li>Attendance for Pupil Premium on all-cohort extra-curricular visits and trips</li> </ul>
H)	Improved support in school for pupils struggling with SEMH issues.	<ul style="list-style-type: none"> <li>Referral processes improved internally for Learning Mentors using online form.</li> <li>PP pupils are prioritised at triage held at safeguarding meetings.</li> <li>Additional transition events are supported in years 5 and 8.</li> <li>In Year Admissions are handled by heads of year and monitored using protocols.</li> </ul>

6. Planned expenditure					
Academic year	2019-20				
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.					
i. 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	When will you review implementation?
Improved PP writing outcomes	Cohesive Success criteria for extended writing opportunities.  Linking subject specific vocabulary to homework tasks	Cognitive Load Theory shows that reducing the extraneous load increases learning potential.  In School Monitoring: Yr6 Writing outcomes were down by 15% on the previous year.	<ul style="list-style-type: none"> <li>CPD programme developed to help foundation teachers deliver extended writing cohesively across the school.</li> <li>New Homework policy written with vocabulary at the heart, developed with faculty leaders and implemented in January.</li> <li>High frequency, low stakes testing drives spelling/ long term memory.</li> </ul>	JI WD	Termly with each data capture.
Outcomes for disadvantaged pupils in Reading SATS tests to continue to improve, and exceed national averages for PP pupils.	Embedding inference training and monitoring implementation of skills in foundation subjects	DfE: inference training raised performance in less skilled comprehenders by 20 months, while comprehension practice had resulted in an improvement of 10 months.  In school monitoring: Inference skills implementation is improving but inconsistent across some foundation	<ul style="list-style-type: none"> <li>Link english teachers with each faculty to advise/review tasks/texts set.</li> <li>Adapt work scrutiny forms with reading specific expectations</li> <li>CPD programme designed to embed inference and share good practice.</li> </ul>	WD	Termly, with each data capture.

		subjects currently based on last year's monitoring.			
<b>Smaller gaps in Maths at Key Stage 3.</b>	Collaborative planning established for yr7 and new KS3 curriculum.	In School Monitoring: <ul style="list-style-type: none"> <li>yr5 gaps reduced with collaborative planning</li> <li>Greater individual knowledge at the earliest opportunity by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Termly data captures to ascertain the impact of collaborative planning.</li> <li>Numeracy across the curriculum CPD delivered.</li> </ul>	KF	Termly with each data capture.
<b>PP attendance is improved to school target of 95%. PP persistent absence reduced to match non PP pupils.</b>	Heads of Year implement school attendance policy  DHT monitors impact of this half termly.	In School Monitoring: 2018/19 PP attendance - 94.08% 2018/19 non PP attendance - 95.98%	<ul style="list-style-type: none"> <li>Attendance of DP pupils improves to school target of 95%</li> <li>Attendance officer produces RAG lists of attendance monthly</li> <li>RT sends hyperlinked 95% letter to parents where required.</li> <li>HoY decide/approve attendance actions half termly.</li> </ul>	RT/ FV/ NM/ JT/ PBC  JI	Termly with each Attendance report.
<b>Total budgeted cost</b>					<b>£25,453</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Outcomes for disadvantaged pupils in Maths SATS tests meet national averages for PP pupils.</b>	Success @ Arithmetic programme implemented in year 5, focused at PP pupils.  Registration intervention groups identified using KS1 data, with PP pupils prioritised.  Same day intervention used to address misconceptions.	<ul style="list-style-type: none"> <li>Pupils made an average Number Age gain of <b>14.5 months in 4 months</b>.</li> <li><b>91% of them showed more confidence and interest</b> in learning mathematics in class after Success@Arithmetic.</li> <li>High attaining PP pupils are less successful in achieving GDS in Maths than non-PP peers.</li> <li>Intervention <u>has been shown to have positive impact on attainment</u></li> </ul>	<ul style="list-style-type: none"> <li>Intervention group pupils will be selected by Faculty Leader</li> <li>Bespoke groups created on Target Tracker to track intervention and impact of extra time.</li> <li>Faculty Leader to drive the quality of intervention through monitoring, feedback and sharing of good practice.</li> <li>All colleagues providing intervention will be observed twice in the first half term.</li> <li>Mock Scores will be analysed to show the impact of intervention, and groups adjusted accordingly.</li> </ul>	AMH/JD  Monitored by KF	With each data capture, and at the end of each intervention cycle.
<b>Outcomes for disadvantaged pupils in Reading SATS tests exceed national averages for PP pupils.</b>	Inference intervention groups are targeted at PP pupils in key year groups	<u>Intervention has been shown to have a positive impact on attainment.</u>	<ul style="list-style-type: none"> <li>Intervention group pupils will be selected by Faculty Leader</li> <li>Bespoke groups created on Target Tracker to track intervention and impact of extra time.</li> </ul>	AT/JSt  Monitored by WD	

			<ul style="list-style-type: none"> <li>Faculty Leader to drive to improve the quality of intervention through monitoring, feedback and sharing of good practice.</li> <li>All colleagues providing intervention will be observed twice in the first half term.</li> <li>Mock Scores will be analysed to show the impact of intervention, and groups adjusted accordingly.</li> </ul>		
<b>Improved attendance at parent events for PP eligible pupils including english and maths booster sessions.</b>	Increased contact with parents ahead of key events.		<ul style="list-style-type: none"> <li>Parents of PP eligible pupils will be phoned directly if they do not respond to initial invitations.</li> <li>Parents who do not attend on the night will be contacted and offered a secondary appointment.</li> </ul>		
<b>Total budgeted cost</b>					<b>£97,856</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Reduced Gaps in foundation subjects</b>	DP funding pot available to faculties.	Subject specific issues leading to DP underperformance can be addressed in a methodical and monitored way.	Applications must include: <ul style="list-style-type: none"> <li>Rationale, Success Criteria, measurable progress indicators.</li> <li>Specified pupils who will be affected identified on TT for data analysis.</li> <li>RAG rated impact reviewed periodically with SLT</li> </ul>	Jl	
<b>Reduced numbers of internal exclusion and removes for PP eligible pupils.</b>	Heads of Year monitor implementation of in school behaviour strategy	Internal analysis shows that PP pupils are disproportionately removed from lesson compared to their non-PP peers.	Written into HoY PM targets: <ul style="list-style-type: none"> <li>Termly PCL analysed to monitor % of DP pupils logged (RT)</li> <li>PCL used to record active mentoring where required.</li> <li>% of DP entries for behaviour/Remove are reduced by 10% from this year.</li> <li>KS3 HoY use TRAX provision in Autumn 1 to target last year's PCL records.</li> <li>Send information to parents saying we have done this and what we are looking to achieve this year.</li> </ul>	FV/ NM/ JT/ PBC  Monitored by SLT	

<p><b>Improved support for SEMH vulnerable pupils</b></p>	<p>Reduced LSA time for learning mentors.</p> <p>Effective transition at yr5 and yr8</p> <p>Articulate Sessions are prioritised for PP pupils who require it .</p>	<p>Learning mentors worked with disproportionately more PP pupils last year (49% of all pupils)</p>	<ul style="list-style-type: none"> <li>• Improved referral documentation allows for needs to be triaged by safeguarding team.</li> <li>• Use of CPOMS to track vulnerable groups/individuals and target support.</li> <li>• HoY to hold transition meetings with respective first and high schools.</li> <li>• Extra transition visits arranged so that all PP pupils that are eligible are accounted for.</li> <li>• CC runs two sessions a week in KS3 Autumn term with designated pupils.</li> <li>• Evaluation at Christmas for impact (PCL, attitudinal questionnaire etc).</li> <li>• Three sessions planned for Spring/Summer</li> </ul>		
<b>Total budgeted cost</b>					<b>£25,046</b>

7. Review of expenditure				
Previous Academic Year		<a href="#">Evaluation of last year's Action plan to be found here</a>		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	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)	Cost
		•	•	
		•	•	
		•	•	
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	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)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	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)	Cost

## 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.