

# Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Windsor Park Middle School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£66,250	<b>Date of most recent PP Review</b>	18.01.2017
<b>Total number of pupils</b>	348	<b>Number of pupils eligible for PP</b>	70	<b>Date for next internal review of this strategy</b>	

2. Current attainment /progress on exit (year 8)					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) GL assessment used to provide national figure as no national average is available from DfE for year 8	
<b>% of pupils making expected progress on exit (from KS2)</b>			<b>Maths: 42%</b> <b>Reading: 75%</b> <b>Writing: 67%</b>	N/A	
<b>% achieving age related expectations on exit (attainment from KS2)</b>			<b>Maths: 50%</b> <b>Reading: 67%</b> <b>Writing: 67%</b>		
<b>Key Stage 2 attainment:</b>					
		At Standard	% L5+		Progress Measure
Read	PPG	28	0		-2.04
	National	71	23		0

	Cohort	64	15		-2.29
	National	66	19		0
Write	PPG	89	6		+3.04
	National	79	18		0
	Cohort	96	20		+7.57
(2016)	National	74	15		0
Maths	PPG	28	6		-1.87
	National	75	20		0
	Cohort	62	16		-3.37
	National	70	17		0
<p>Total number of students: 98</p> <p>Total number of PPG students: 18</p> <p>Due to changes in the curriculum we do not have any comparable data at this time.</p>					

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

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|-----------|--|
| <b>A.</b> | PPG students are making less progress in Reading, Writing and Maths than others in all year groups (except Writing in year 8). |
| <b>B.</b> | A smaller number of PP children are making exceptional progress compared with non PP pupils in Maths, Reading and Writing      |

<b>C.</b>	Behaviour and attendance for a small group of PP pupils (in all year groups) is having a detrimental effect on their academic progress and that of their peers.	
<b>External barriers</b>		
<b>D.</b>	School attendance rates for Pupil Premium students are 94.66 (which is below 'other' pupils at 96.83%). This reduces their school hours and contributes to them falling behind.	
<b>4. Outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		
	Success criteria	
<b>A.</b>	Improved attainment at Key Stage 2 in reading and Maths for Pupil Premium so they are in line with other pupils' nationally.	From a lower starting point, and due to making accelerated progress, the difference between attainment for pupils eligible for PP and 'other' pupils diminishes.
<b>B.</b>	Improved rates of progress across all year groups for pupils eligible for PP to diminish the difference to other pupils (both in school and nationally)	Pupils eligible for PP make accelerated progress. This will be measured using GL testing and teacher assessment.
<b>C.</b>	Increased attendance rates for pupils eligible for PP to make them at least in line with other pupils in school	Increase the attendance of pupils eligible for PP so there is no difference between this group and 'other pupils.
<b>D.</b>	Developing skills and personal qualities -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities	Monitor participation to ensure pupils eligible for PP are participating
<b>E.</b>	Improved engagement with families	All families are spoken to regarding their child's Learning Passport and Flightpaths

Windsor Park Middle School use the Pupil Premium Action Plan 2016 – 2017 which shows how the school will use Pupil Premium to improve classroom pedagogy, provide targeted support and support the School Development Plan.

**The key priorities in this plan is:**

- 1. To close the achievement gap for students entitled to the Pupil Premium across all subjects and year groups.**
- 2. Excellent teaching, including effective collection, analysis and use of data- frequent monitoring of the progress of every PP student; appropriate curriculum and teacher/staff deployment; early intervention, personalised and small group provision.**

- 3. Overcoming barriers to learning: precise identification and intervention to increase attendance, decrease exclusions, improve engagement with PP parents and broaden PP students school experience through enrichment, educational trips and an aspirational learning environment.**

<b>5. Review of expenditure</b>			
<b>Academic year</b>	<b>2015-16</b>		
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.			
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons learned</b>
Improved attainment at Key Stage 2 in reading and Maths for Pupil Premium so they are in line with other pupils' nationally.	Extra use of teaching staff for additional Maths and English lessons for KS2 students. Employment of curriculum area supervisors to assist and support in lessons across the year groups.	Mixed – some pupils benefitted from the additional adult support.	Investigate alternative ways of using teaching support so that their impact is as great as possible.
<b>Total budgeted cost</b>			£45,833
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons learned</b>
Extra curricular activities and trips for Pupil Premium students	Educational visits and residential trips tailored to the needs of the pupils and some trips have been funded by PP funding.	Positive impact for pupils enhancing their life skills and experiences and helping them to gain confidence.	We will continue with this approach and look to enhance the range of provision to include other opportunities.
<b>Total budgeted cost</b>			£8,320
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons learned</b>
Improved social and emotional health for some Pupil Premium students.	Employ the services of a School Counsellor (YESS) to provide necessary support to pupils	Mixed – some pupils benefitted from the one to one support.	Support to continue but for the ongoing impact to be monitored more closely and explained in Case studies cases to make

	when they require additional help.		sure at input is at the right time for the pupils.
<b>Total budgeted cost</b>			<b>£1,560</b>

