

Pupil premium strategy statement (secondary)

1. Summary information					
School	Windsor Park Middle School				
Academic Year	2018-19	Total PP budget	£60300	Date of most recent PP Review	30.04.2018
Total number of pupils	321	Number of pupils eligible for PP	71	Date for next internal review of this strategy	06.11.2018

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		
Average progress score (from KS2)			Maths: 2.94 (national 0.31) Reading: 1.09 (national 0.31) Writing: 1.61 (national 0.24)	N/A		
% achieving age related expectations on exit (attainment from KS2)			Maths: 62.5% Reading: 69% Writing: 67%			
Key Stage 2 attainment:						
		At Standard	Greater Depth	Progress Measure		
Read	PPG	67	20	+1.09		
	National	80	33			

	Cohort	79	29	-1.3		
	National	75	28	0		
Write	PPG	67	13	+1.61		
	National	83	24			
	Cohort	89	27	+0.6		
	National	78	20	0		
Maths	PPG	67	27	+2.94		
	National	80	28			
	Cohort	81	21	-1.07		
	National	76	24	0		

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

In-school barriers

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| A. | There is still an attainment gap in Reading, Writing and Maths between PP and non-PP students across the year groups. Boys and non-white students are further behind than others in year 7. |
| B. | A smaller number of PP children are making exceptional progress compared with non PP pupils in Maths, Reading and Writing. |
| C. | Behaviour for a small group of PP pupils (in all year groups) is having a negative impact on their academic progress and that of their peers. |

External barriers

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| D. | Parental engagement for some PP pupils is lower than that of other parental groups. |
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E.	Completion rates for homework are lower for PP pupils.	
4. Outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved attainment for PP students in all year groups so they are in line with other pupils in the school, as well as 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. This will be measured through half termly data captures, GL testing and teacher assessment data as well as regular data analysis of interventions.
B.	Improved rates of progress across all year groups for pupils eligible for PP to diminish the difference compared 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 data.
C.	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.
D.	Improved engagement with families.	All families have opportunities to discuss their child's Learning Passport and Flightpaths.

Windsor Park Middle School use the Pupil Premium Action Plan 2018 – 2019 which shows how the school will use PP strategies to improve classroom pedagogy, provide targeted support and support the School Development Plan.

The key priorities in this plan are:

- 1. To close the achievement gap for students entitled to PP funding across all subjects and year groups.**
- 2. To provide 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 through personalised and small group provision.**
- 3. To overcome barriers to learning through precise identification and intervention; increase attendance; decrease exclusions; improve engagement with PP parents and broaden PP students' school experience through enrichment, educational trips and an aspirational learning environment.**

5. Review of expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the PP to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	Lessons learned
Improved attainment at Key Stage 2 in Reading and Maths for PP students 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. Super tutor groups have proven to be the most successful interventions.	Investigate alternative ways of using teaching support so as to maximise impact. Ensure continuous analysis of interventions data.
Total budgeted cost			£42,356

ii. Targeted support

Desired outcome	Chosen action / approach	Impact	Lessons learned
Extra-curricular activities and trips for PP students	Educational visits and residential trips are tailored to the needs of the pupils and some trips have been supported 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.
Total budgeted cost			£9,944

iii. Other approaches

Desired outcome	Chosen action / approach	Impact	Lessons learned
Improved social and emotional health for some PP students.	Employ the services of a Student Success Manager and Attendance Officer when they require additional support.	Mixed, with some pupils benefitting from the one to one support.	Continue with support monitor impact more closely through case studies to ensure input is at the right time for the pupils.
Total budgeted cost			£8,000

