

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Windsor Park Middle School				
Academic Year	2020-21	Total PP budget	£59055	Date of most recent PP Review	06.03.2020
Total number of pupils	355	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Sept. 2021

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 2019)		<b>Maths: +1.34</b> <b>Reading: -1.55</b> <b>Writing: +1.56</b>	N/A																		
% achieving age related expectations on exit (attainment from KS2 2019)		<table border="1"> <thead> <tr> <th></th> <th>8.4+</th> <th>8.5+</th> <th>8.6+</th> </tr> </thead> <tbody> <tr> <td>M</td> <td>100</td> <td>81.8</td> <td>68.2</td> </tr> <tr> <td>R</td> <td>87.5</td> <td>79.2</td> <td>70.8</td> </tr> <tr> <td>W</td> <td>87.5</td> <td>75.0</td> <td>70.8</td> </tr> </tbody> </table>		8.4+	8.5+	8.6+	M	100	81.8	68.2	R	87.5	79.2	70.8	W	87.5	75.0	70.8			
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<b>Key Stage 2 attainment 2019:</b>					
	At	Greater Depth	Progress		
R – WP PP	52	19	-1.55		
R – WP Cohort	70	31	-0.1		
W – WP PP	89	15	+1.56		
W – WP Cohort	93	30	+2.4		
M – WP PP	85	30	+1.34		
M – WP Cohort	88	28	+0.9		
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>					
<b>In-school barriers</b>					
<b>A.</b>	Pupils' understanding of the vocabulary that they encounter in the challenging texts that we provide.				
<b>B.</b>	Pupils' ability to infer and deduct when encountering worded questions in Mathematics.				
<b>C.</b>	The attendance of a minority of PP students is below our school targets.				
<b>External barriers</b>					
<b>D.</b>	Parental engagement of most PP pupils is lower than that of other parents.				
<b>E.</b>	Pupils lack of exposure to a wide range of enrichment activities that provide context for the curriculum.				
<b>F.</b>	Access to a wide range of reading materials at home.				
<b>4. Outcomes</b> <i>(desired outcomes and how they will be measured)</i>				Success criteria	

<b>A.</b>	Pupils' understanding of the vocabulary that they encounter will be commensurate with the challenging texts provided.	KS2 results will reflect that PP students will attain and make at least the same progress as non-PP students in the vocabulary elements measure using QLA. AR and Star Reading data will show that PP students in all years' groups are making rapid progress in their reading ages. GL Data will show that PP students are making accelerated progress in their read score compared to non-PP students. Intervention records will show the impact of vocabulary strategies being implemented.
<b>B.</b>	Pupils will have the ability to infer and deduce when encountering worded questions in Mathematics.	KS2 reasoning paper results will show that PP students are able to access and successfully answer the questions at least as well as non-PP students using QLA. Assertive mentor tests will show that PP students are able to access and successfully answer the reasoning paper questions at least as well as non-PP students using QLA.
<b>C.</b>	The attendance of PP students will be in line with our school targets.	PP students' attendance will be in line with whole school target of 96%.
<b>D.</b>	Parental engagement of PP parents will be in line with that of non-PP parents.	There will be increased attendance of PP parents at parents' evenings. There will be an increased attendance of PP at parents at PP parental consultations. Attendance of PP parents at a range of whole school events will be at least in line with non-PP parents.
<b>E.</b>	PP students will be exposed to a wide range of enrichment activities that provide context for the curriculum.	A high percentage of PP students will attend a wide range of enrichment activities.
<b>F.</b>	PP students will have access to a wide range of reading materials at home.	PP students' reading records will show that they are reading regularly.

**Our key priorities for Pupil Premium students are:**

1. To close the attainment gap for students entitled to the Pupil Premium across all subjects and year groups, with a particular focus on reading.
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, personalised and small group provision.
3. To overcome barriers to learning: precise identification and intervention to increase attendance, 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>2019-20</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.	Use of funding to reduce class sizes in Maths and English lessons for KS2 students. Employment of curriculum area supervisors (CSA) to assist and support in lessons across the year groups. Use of CSA to facilitate small group interventions with targeted students. Our 'Super Tutor' groups were set up for targeted Yr6 students	PP students made rapid progress. In maths PP students had an average scaled score of 106.3 against non-PP students of 106. Continuous data analysis of the impact of interventions showed that super tutors and in-school interventions have a consistently high effect.	Investigate alternative ways of using teaching support so that their impact is as great as possible. Investigate strategies with proven impact in maths and their possible application for reading. A higher staff to pupil ratio allows for more effective in class support. Correct group dynamics
<b>Total budgeted cost</b>			£51945

<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons learned</b>
Increased up-take of extra-curricular activities and trips by Pupil Premium students	Educational visits and residential trips are tailored to the needs of the pupils with some trips being partially funded from the PP budget. All extra-curricular activities are promoted to all students, with PP students receiving personalised advice from form tutors as part of their passport activities.	PASS scores and pupil voices have demonstrated a positive impact for pupils, enhancing their life skills and experiences and helping them to gain confidence. Increased cultural capital for PP students in order for them to appreciate the context of the curriculum. Analysis of extra-curricular registers prove that PP attendance is consistently high.	We will continue with this approach and look to enhance the range of provision to include other opportunities.
<b>Total budgeted cost</b>			£4600
<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 Student Success Manager and attendance officer when they require additional help.	GL PASS testing factors, such as feelings towards school, sense of wellbeing and attitudes to learning, demonstrate an improvement among PP students. This has a positive impact upon their learning experiences and successes in school. Through attendance at Welfare Clinics and home visits with the EWW, PP students feel supported and have strategies to attend school regularly.	Support to continue and ongoing impact to be monitored. Case studies are explained to make sure that input is at the right time for the pupils.
<b>Total budgeted cost</b>			£2500