

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

School overview

Metric	Data
Pupils in school	277
Proportion of disadvantaged pupils	Disadvantaged students = 40% (109 students) FSM = 26% (73 students) Pupil premium plus= 1.1% (3 students) Service children = 1.4% (4 students) Year 5 = 22% (10 students) Year 6 = 36% (26 students) Year 7=40% (36 students) Year 8 =55% (37 students)
Pupil premium allocation this academic year	£147,565
Academic year or years covered by statement	2019 - 2022
Publish date	December 2019
Review date	September 2020
Statement authorised by	Headteacher / Governing Body (Chair of Govs John Haynes)
Pupil premium lead	Kirsty Nichols-Mackay (Strategic Lead), Danielle Wetherall
Governor lead	Allan Lacey

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

Measure	PP Score	Non-PP Score
Reading	-5.53	-3.3

Writing	-2.23	-1.6
Maths	-3.43	-2.6

Disadvantaged pupil performance overview for last 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
End of Key Stage 2 (Year 6) attainment - unvalidated					
Meeting expected standard in reading	35%	81%	-46%	78%	
Achieving high standard in reading				31%	
Meeting expected standard in writing	62%	77%	-15%	83%	
Achieving high standard in writing				24%	
Meeting expected standard in mathematics	47%	74%	-27%	84%	
Achieving high standard in mathematics				31%	
Meeting expected standard in grammar punctuation & spelling	32%	63%	-30%	83%	
Achieving high standard in grammar punctuation & spelling				41%	
Meeting the expected standard in science	81%	85%	-4%	86%	
Meeting expected standard in reading, writing & maths	70%	29%	-40%	71%	
Achieving high standard in reading, writing and maths				13%	
Persistent Absence % Year 5 to Year 6 (The NAO is for non-FSM in 2018)	2.7%	5.4	+2.7%	3.8%	
Absence % Year 5 to Year 6 (The NAO is for non-FSM in 2018)	3.5%	3.7%	+0.2%	7.6%	
Persistently absent % Year 5 to Year 8 -- pupils with an attendance rate of 90% or below.	15%	6.6%	8.4%	11.2%	

(The NAO is for non-FSM in 2018)					
Absence % Year 5 to Year 8 (The NAO is for non-FSM in 2018)	6.3%	3.6%	2.7%	4.8%	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading 35% Maths 47%
Achieving high standard at KS2	Reading 1.34% Maths 1.34%
Measure	Activity
Priority 1 <i>Ensure that the majority of teaching, learning and assessment across the school is at least good, with growing proportion of proportion outstanding teaching, and that this impacts on PP achievement in all classes, including the more able disadvantaged</i>	<p>Focused Leadership and Management time for Middle Leaders built into timetable (cost built within general school costs)</p> <p>Rigorous performance management processes throughout the school with appropriate processes in place where concerns arise.</p> <p>Regular lesson observations as part of the Performance Management Cycle.</p> <p>Regular focused Learning Walks by SLT and Middle Leaders, with feedback and monitoring.</p> <p>Regular focused Book Reviews, with feedback and monitoring.</p> <p>Regular moderation of pupils' work in school and externally (grant funded school to school support)</p> <p>Half-Termly data input and analysis. (KS2 M /E, termly for all other subjects / ages)</p> <p>QLA of mock assessments.</p> <p>Half-Termly RAG meetings HT / ML</p> <p>Targeted CPD linked to individual staff needs, performance management and whole school development areas.</p> <p>Key staff to complete the 'Every Lesson Outstanding' Programme and to share with colleagues. (grant funded)</p> <p>Bespoke CPD</p>
Priority 2 <i>Improve reading across the school to enable all children,</i>	<p>Creation of Reading Culture across school</p> <p>Investment in School Library (£1800)</p> <p>Investment in class readers (£1200)</p>

particularly those who are disadvantaged, to enable all children to access the curriculum effectively.

Below are the average reading ages for PP students and non-PP students Autumn 2019

Y5

PP: 9years 2months
Non-PP: 10years

Y6

PP: 10years 4months
Non-PP: 10years 3months

Y7

PP: 10years 4 months
Non-PP: 11years 7months

Y8

PP: 9years 8months
Non-PP: 11years 3months

Purchase of Accelerated Reader Programme (£8012, three year subscription)
Purchase of Reading Plus Programme (£2906)
Regular staff training –to include Reading, Phonics (in house and paid for through SLA)
Bespoke staff training for key staff – Reciprocal Reading, Power of Reading (funded through SSIF grant)
Targeted Reading interventions for non-SEND children (£3200)
Targeted Reading interventions for SEND children (3380) plus Lexia (£4610)

Barriers to learning these priorities address

School Context of deprivation:

MMS has the highest proportion of disadvantaged pupils of any middle school in the LA and the second highest number of disadvantaged children in all middle and primary schools in the local authority. Our school is in Decile 4 for deprivation with an average school level IMD of 21.6. 99 of our DA children live in areas classified as decile 5 or below (16 in D5, 33 in D4, 21 in D3, 28 in D2 and 1 in D1) with 14% of school pupils living in the 20% most deprived areas nationally (most up to date data at Sept 2019 from Jan 2019 census). Free school meals are higher than National Average at 27% (Jan 2020 data).23%.

Reading culture is not yet embedded at home for many of our children; this is developing in school. Many children do not yet read as a matter of course at home before coming to MMS, nor do they have an adult to read with them at home. This is developing and remains a barrier for many PP children.

	<p>KS1 prior attainment was close to national averages and therefore high for the socio-economic context of the intake.</p> <p><u>Attainment on Entry: Reading</u></p> <p>KS1 prior attainment for the current Y5 cohort shows that 70% of PP- children achieved expected standard and 30% achieved greater depth, in comparison to non-PP children where expected was 38% and greater depth was 29%.</p> <p>KS1 prior attainment for the current Y6 cohort shows that the attainment is close to national average, except for the BPKS students where MMS had three times as many students as national average.</p> <p>The proportion of pupils attaining EXS+ on the RWM combined measure rose from 37% in 2018 to 52% in 2019.</p> <p><u>Attainment on Entry: Maths</u></p> <p>KS1 prior attainment for the current Y5 cohort shows that 10% of PP children were working towards compared to 24% of non-PP. 90% of PP children were either working at expected or higher level.</p>
Projected Spending	£25108

Teaching priorities for current academic year (2019 – 2020)

Aim	Target	Target date
Progress in Reading at KS2	<p>National Average for Non-DA: 78%</p> <p>National Average for DA: 62%</p> <p>MMS for Non-DA: 81%</p> <p>MMS for DA:35%</p> <p>Target for DA: in line with national average</p>	July 2020
Progress in Reading at Y8	<p>Non-PP Target Tracker data capture. Sum2 refers to the percentage of students on track at the end of Year 7, whereas Aut1 and Aut2 refers to half terms 1 and 2 of Year 8:</p>	July 2020

29 pupils	
Reading	No. (%)
Males	14 (48.3%)
Females	15 (51.7%)

Difference (change in difference):

On Track or Higher		
Sum2 18-19	Aut1 19-20	Aut2 19-20
46.2%	61.5%	76.9%
66.7%	40.0%	73.3%
20.5	21.5 (1.0)	3.6 (-17.9)

Y8 PP Target Tracker data capture. Sum2 refers to the percentage of students on track at the end of Year 7, whereas Aut1 and Aut2 refers to half terms 1 and 2 of Year 8:

38 pupils	
Reading	No. (%)
Males	22 (57.9%)
Females	16 (42.1%)

Difference (change in difference):

On Track or Higher		
Sum2 18-19	Aut1 19-20	Aut2 19-20
15.0%	30.0%	40.0%
53.3%	60.0%	73.3%
38.3	30.0 (-8.3)	33.3 (3.3)

Progress in Writing at KS2

National Average for Non-DA: 83%
 National Average for DA: 68%
 MMS for Non-DA: 77%
 MMS for DA: 62%

Target for DA: in line with national average

July 2020.

Progress in Writing at Y8

Y8 PP Target Tracker data capture. Sum2 refers to the percentage of students on track at the end of Year 7, whereas Aut1 and Aut2 refers to half terms 1 and 2 of Year 8:

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Writing	No. (%)
Males	22 (57.9%)
Females	16 (42.1%)

Difference (change in difference):

On Track or Higher		
Sum2 18-19	Aut1 19-20	Aut2 19-20
9.5%	14.3%	33.3%
46.7%	46.7%	53.3%
37.2	32.4 (-4.8)	20.0 (-12.4)

	<p>Y8 Non-DD Target Tracker data capture. Sum2 refers to the percentage of students on track at the end of Year 7, whereas Aut1 and Aut2 refers to half terms 1 and 2 of Year 8:</p> <table border="1" data-bbox="692 279 1093 406"> <thead> <tr> <th colspan="2">29 pupils</th> </tr> <tr> <th>Writing</th> <th>No. (%)</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>14 (48.3%)</td> </tr> <tr> <td>Females</td> <td>15 (51.7%)</td> </tr> </tbody> </table> <p>Difference (change in difference):</p> <table border="1" data-bbox="1115 279 1489 430"> <thead> <tr> <th colspan="3">On Track or Higher</th> </tr> <tr> <th>Sum2 18-19</th> <th>Aut1 19-20</th> <th>Aut2 19-20</th> </tr> </thead> <tbody> <tr> <td>69.2%</td> <td>53.8%</td> <td>69.2%</td> </tr> <tr> <td>73.3%</td> <td>53.3%</td> <td>73.3%</td> </tr> <tr> <td>4.1</td> <td>0.5 (-3.6)</td> <td>4.1 (3.6)</td> </tr> </tbody> </table>	29 pupils		Writing	No. (%)	Males	14 (48.3%)	Females	15 (51.7%)	On Track or Higher			Sum2 18-19	Aut1 19-20	Aut2 19-20	69.2%	53.8%	69.2%	73.3%	53.3%	73.3%	4.1	0.5 (-3.6)	4.1 (3.6)																													
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Achievement in Science at KS2	<p>National Average for Non-DA: 87%</p> <p>National Average for DA: 73%</p> <p>MMS for Non-DA: 88%</p> <p>MMS for DA: 85%</p> <p>Target for DA: in line with national average</p>	July 2020.																																								
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Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p><i>Improve attainment and progress in reading, writing, maths and GPS in Y6 for pupils eligible for PP, including more able disadvantaged pupils and SEND disadvantaged pupils.</i></p> <p>The profile of PP by year group is as follows:</p> <p>Y5 = 10 out of 46 students</p> <p>Boy/Girl PP split - 25%/20%</p> <p>No PP pupils have SEND</p> <p>Y6 = 26 out of 74 students</p> <p>Boy/Girl split- 33%/37%</p> <p>PP with SEND 30% (8 students)</p>	<p>Provide in-class support staff for children, in groups with highest proportion of PP at KS2 (additional LSA support costed in with general LSA cost)</p> <p>Bespoke interventions in place to ensure PP children catch up with missed work and to plug the gaps in understanding for individuals – support staff and teachers</p> <p>Continue to redesign the whole school curriculum to ensure relevance for PP children and to allow opportunities for greater depth learning (SLE support, grant funded)</p> <p>Provide training for all staff in the use of exciting and effective teaching strategies for reading, writing and maths, including (but not limited to) Maths Mastery and Reciprocal reading training. (SSIF funded)</p> <p>Focus school CPD on Cognition and improving memory retention (see EEF for research to support selected strategies)</p> <p>Fully embed White Rose Maths scheme and train staff so they can begin to introduce the mastery approach (SSIF funded).</p> <p>Purchase of Third Space maths intervention for one to one tuition in mathematics for Y6 DA children (£3218)</p> <p>Additional staffing in mathematics to provide additional groups in KS2 (£6820)</p> <p>Additional staffing in English to provide additional groups in KS2 (£13500)</p>

<p>Y7 = 36 out of 91 students</p> <p>Boy/Girl split - 52%/30%</p> <p>PP students with SEND 25% (9 students)</p> <p>Y8 = 37 out of 67 students</p> <p>Boy/Girl split - 57%/55%</p> <p>PP with SEND 24% (9 students)</p>	
<p>Priority 2</p> <p><i>Improve whole school outcomes at end of Y8, and reduce the gap between PP and non-PP in all year groups and subjects</i></p>	<p>Purchase of mathematical support items (including calculators, modelling tools etc) to support learners in maths (£2500)</p> <p>Involvement in additional activities focused on most able eg Most Able maths day</p> <p>Continue to redesign the whole school curriculum to ensure relevance for PP children and to allow opportunities for greater depth learning</p> <p>Provide training for all staff in the use of exciting and effective teaching strategies for reading, writing and maths, including (but not limited to) Maths Mastery and Reciprocal reading training.</p> <p>Focus school CPD on Cognition and improving memory retention (see EEF for research to support selected strategies)</p>
<p>Barriers to learning these priorities address</p>	<p>Significant number of children join the school in Y7 (22) from the two tier system. These children are often PP/SEND/FSM (5 PP, 3 SEND, 1 FSM) or have agency involvement (4) and some are not yet in line with behaviour expectations. 18 students out of the 22 have needed additional transition support. Historically, some of these children have been identified as requiring EHCPs (2 on average).</p> <p>School context of deprivation as above</p>

	Mathematical understanding on entry at Y5 is lower than suggested by KS1 data. The mean age related expectation score is 86.7 compared to 100 for National Average. Significant investment in mathematical modelling supports this barrier
Projected Spending	£26038

Wider strategies for current academic year

Measure	Activity
<p>Priority 1 Further develop services that improve children's mental health, wellbeing and behaviour, ensuring that SEMH continues to be a high priority and pupils are able to manage SEMH barriers and access learning opportunities.</p>	<p>Employment of Pastoral Support Officer) to support all children with their barriers to learning (Grade 7 £24779 Pastoral Guidance Lead promoted to SENDCo and on SLT (Grade 9 £31371) HLTA to support all SEND children (Grade 7 £22010) LSA to support all SEND and identified PP children (Grade 5 x 2 x F/T, 2 x P/T £46971 – partially funded through PP) One full day per week private Counselling Service for academic year (£4360) One half day per week private School Nurse Service for academic year (£4339) THRIVE training for pastoral and HLTA staff (funding from grant) Further development of internal Consequences and Rewards system (rewards £4000, CPOMS £921)) Attendance at range of events promoting aspirations, resilience and CEIAG (£450) Enhancement to drama and performance provision in school (£6300) In school arrangements to support learners: Weekly Staff update to include pastoral and welfare matters Optional Pastoral Drop in to support Half termly Parent Forums SEND parent./ carer coffee mornings Allocation of Key Worker to all SEND children</p>

<p>Priority 2 Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p>	<p>Rewards programme for good or improved attendance (£250) Development of extra-curricular enrichment programme to engage learners, including a wide range of sport and non-sporting activities (some funding is received via Primary PE Grant) (£500) Provision of free breakfast club five days per week 8-830am (food costs £300, staffing costs £912) Provision of free after-school homework club three days per week (staffing costs £593 – additional working hours for LSA time already accounted for) Transport support for individual pupils (£270) Transport support for group activities (£1500) Provision of free extra-curricular instrument lessons (£500) Provision of free fruit one day per week (£1170) Provision of additional funding to support Food Technology costs for PP children (£800) As above: Employment of Pastoral Support Officer) to support all children with their barriers to learning (Grade 7 £24779) Provision of funding for uniform support (£500) As above: Pastoral Guidance Lead promoted to SENDCo and on SLT (Grade 9 £31371)</p>
<p>Barriers to learning these priorities address</p>	<p>Significant increase in mental health related issues and in SEND SEMH issues over time has led to an increasing need for additional support in school. Lack of parental engagement for Persistent Absentees and attitude towards importance of attendance, including family holidays taken during term time.</p>
<p>Projected Spending</p>	<p>£149196 Note: Staffing costs are partially met through PP funding, further funding is via SEND and general school funding</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development; External monitoring (LA/ School to school support)	Use of additional DFE funding from Tailored Support Programme to support costs. Use of SLT non-teaching time to support cover costs. Use of school to school support to facilitate additional training time in English and Maths at KS2.
Targeted support	Ensuring enough time for maths and literacy leaders to support teachers and pupil premium learners.	Use of school to school support to support maths lead and literacy lead and enable opportunities to disseminate best practice. Time also made available for them to teach and lead the intervention with disadvantaged learners working below age related standards and those targeted to achieve greater depth.
Wider strategies	Engaging the families facing most challenges.	Working closely with parents to help improve their childrens attendance.

Review: last year's aims and outcomes (2018-2019)

Aim	Outcome												
Improve attainment and progress in reading, writing, maths and GPS in Y6 for pupils eligible for PP, including more able disadvantaged pupils and SEND disadvantaged pupils. Our current Y6 have has 35% PP profile, and 22% SEND. 24% of the PP cohort are SEN K	READING WRITING MATHS COMBINED												
	EXS RWM COMBINED	MMS			LA			National			Gap		
		ALL	DA	Non-DA	ALL	DA	Non-DA	ALL	DA	Non-DA	ALL	DA	Non-DA
	2017	59	35	68	65	47	74	61	47	67	-2	-12	+1
2018	37	24	47	68	55	74	64	51	70	-27	-27	-23	

	2019	52	29	70	67	52	74	65	51	71	-13	-22	-1
	<ul style="list-style-type: none"> GL expected outcome for RWM 2019 = 36% (ALL) 21% (PP) <p><u>RWM Trends:</u></p> <ul style="list-style-type: none"> The performance of SEND children is in line with national The percentage of DA pupils reaching expected level is lower than nationally (22% gap). This is an improvement from 2018 (26% gap) 												
Ensure that the majority of teaching, learning and assessment across the school is at least good, with growing proportion of proportion outstanding teaching, and that this impacts on PP achievement in all classes, including the more able disadvantaged	Quality of teaching is improving year on year, with 64% at least good (July 2019 data). (2017-2018: 58%). This is a reflection of both change in profile of teaching staff and improving quality for those staff who have remained consistent.												
Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	Attendance for disadvantaged pupils is better than that of other schools locally and Nationally.												

