

## **Pupil Premium Overview 2015/2016**

The Government provide schools' with Pupil Premium funding in addition to the main funding received. Many Government documents, reports and publications comment on the 'general' trend of eligible Free School Meals (FSM) pupils' achieving lower attainment than those pupils who are not eligible. It is their belief that this additional funding ensures the inequalities and potential barriers that can inhibit learning between children eligible for FSM and non-FSM pupils are reduced and that FSM pupils make progress aligned to their counterparts.

The Department for Education (DfE) define eligibility as those pupils for whom a claim has been made and where the claim has also been approved by the local education authority (LEA). Therefore, the allocated funding is available to support the progress and attainment of those children who are either currently receiving, or have received a free school meal in the past six years, and any Looked After Children (LAC).

\* \* \* \* \*

Here at Codsall Middle, all members of staff, Governors and Teaching Assistants (TA's) accept responsibility for 'socially disadvantaged' pupils' and are committed to narrowing the gap in their attainment. We utilise the supplementary funding in ways that will reduce the attainment gap between children eligible for FSM and non-FSM children.

There is a central pupil achievement tracking and monitoring system in place that is an immediate and clear indication of the progress being made by this group of pupils'. Firstly, this ensures all staff are acutely aware of registered pupils' progress and current working attitudes within their subjects. This also allows targeted interventions to be carried out to support and accelerate progress so that pupils can achieve in line with School and national standards and expectations. To assist this process, an assessment tracking package, GO4Schools, has been purchased. This software has enabled instant and increasingly rigorous monitoring of all pupils progress and attainment. Furthermore, it offers a facility to specifically look at disadvantaged pupils, such as Pupil Premium children, more easily. Monitoring of progress and attainment is reported termly to the leadership team by the Pupil Premium Achievement Leader. To support the data monitoring process, all pupils participate in the GL Assessment process; sitting entry and exit tests, Progress Tests in English (PTE), Progress Test in Maths (PTM) and a Cognitive Ability Test (CATS), to provide a wealth of data which can be utilised internally for numerous reasons whilst providing nationally comparable data.

For the academic year of 2015/2016, from the 494 pupils currently on roll, 68 pupils are eligible for Pupil Premium funding here at Codsall Middle School. We recognise that not all pupils who are in receipt of free school meals are socially disadvantaged, nor that all socially disadvantaged children are registered or eligible. Therefore, it is imperative that all parents whose children are eligible for the FSM register with the DfE.

In recent years, the School has been awarded a total of £121,508. In the academic year 2014 – 2015, Codsall Middle School received £73,260 Pupil Premium funding. The total funding for the academic year 2015 – 2016 is £76,360 with each eligible pupil receiving around £1000 to support their academic progress and attainment. Children whose parents are in the armed services attract an additional £300 per pupil.

Building on successful use of the spending, the funds for 2015 – 2016 are being utilised in the following ways:

**Current Curricular Support:**

- English and Maths - Throughout all years, one-to-one and small group sessions for reading, writing and mental Maths, are carried out with pupils who are identified as underachieving. Pupil Premium pupils' are given priority to this support.
- Paired reading programmes are currently running between KS2 and KS3 pupils. This high impact strategy develops a more enthusiastic attitude to reading and offers positive role models for unmotivated or struggling pupils. The programme also brings benefits in terms of confidence and reading levels for both partners.
- Online resources are made available to supplement pupils' learning. MyMaths, Bug Club and Spag.com are used in lessons, in intervention periods and at home to reinforce skills. In 2015-16, a timetabled Online Learning (OLL) period was introduced, where pupils have access to online English and Maths resources with additional support and guidance being offered for when pupils are online
- 'Bug Club', an online reading scheme with a personalised account for all KS2 pupils is used. Pupils have targeted reading books, suited to their ability is used. This is completed for homework and regularly within the classroom. Access is available before school and during lunches if required by pupils.
- The Maths and English departments currently offer parental workshops to provide advice, support and guidance for parents when supporting pupils' school life and homework set.
- Maths and English departments have provided lesson ideas, activities and support to other subject staff in their request for all lessons to have an increased focus on English and Maths skills. Staff training has been given to support this.

- The Maths department also adopt a paired maths intervention between KS2 and KS3 pupils to improve mental Maths skills and confidence of KS2 pupils. Additionally staff and/or Teaching Assistants run one to one or small group Maths interventions with targeted pupils. Paired Maths support with parents is also offered as a means to support pupils' confidence and basic skills within curriculum time.
- Revision sessions for Year 6 pupils (in preparation for SATS) are held each academic year.
- A Maths support programme has been developed for KS3 pupils to help close the gap. A Teaching Assistant is currently employed for extra hours to support any pupils who benefit from regular small group catch-up sessions.
- Pupil premium children whose difficulties amount to special educational needs access special educational needs support programmes that are delivered by the SEN department.
- Teachers' timetables have allotted 'Intervention' time which is used for targeted support within the classroom or to develop basic skills in small groups or on a one-to-one basis.

### **Staff Development:**

We endeavour to deliver good and outstanding teaching focussed upon supplying the pupils with targeted and personalised feedback as these main strategies are of foremost importance to ensuring all pupils, FSM or non-FSM, achieve their educational potential. Therefore, a committed approach to high quality staff training and monitoring of teaching and learning has been ensured over recent years.

Many teaching and learning initiatives have been put in place to ensure high quality lesson delivery alongside external expertise being brought in to deliver staff training sessions on inset days. A further strategy which has come to be highly valuable is the increase in staff sharing of resources, initiatives and teaching ideas through 'Best Practice Seminars', meetings and through training sessions lead by middle leaders. In addition to these, new Information Technology Communication (ICT) equipment continues to be deployed across the curriculum such as the use of Ipads, Kindles and IRIS – allowing staff to reflect and share practice with peers.

To ensure teacher feedback is personalised and purposeful the school marking policy has been a focus. All staff have received group and individual support to ensure pupils receive effective written and verbal feedback that allows pupils to understand more clearly what they have learned and what is required of them next to achieve further attainment.

### **Additional Support Programmes:**

- After School Study Group – By invitation, this group is to support pupils with SEN or other identified needs with completing homework.
- Lunchtime club – to provide a safe, calm and stimulating environment where vulnerable pupils can spend their lunch breaks.
- ‘Early Bird Success Maker’ sessions – an opportunity for targeted pupils to take part in support programmes aimed at specific areas they require support to progress and develop.
- Individual support and mentoring programmes are continually put into place, where required, and monitored by the SENCo and the Leaders of Achievement staff (LoA).
- Where required, external agencies are brought in to support identified pupils with a range of requirements/needs to ensure barriers are removed and school access more manageable and consistent.
- Enrichment – Making the wider curriculum available and accessible to all, such as topic focused trips and/or residential visits, by subsidising costs.
- Non-core subjects such as PE, D&T, Art and Drama run a variety of enrichment clubs during the school day and after to boost pupils confidences, skills and attitudes to school life and their subjects.
- Pupil Attitude Survey – Is to be introduced as a means to track pupils’ attitudes to school life and the interventions that are currently deployed.
- Disengaged and/or underperforming KS3 pupils attended an educational session at Manchester United Football Club focussing on the importance of studying and working hard to achieve their goals; provided through the teachings about the successful and unsuccessful members of the ‘Class of 92’.
- A selection of disengaged KS3 pupils with significant behavioural concerns are partaking in an ‘Alternative Provision Programme’ – in an attempt to break the cycle of negativity these children associate with school life. Pupils are offered a regular bespoke day off site with the intention of pupils demonstrating improved behaviour, attitude and progress.
- Easter SATs Booster Camp – Targeted Y6 pupils are offered the opportunity to attend a 'booster camp' where they partake in additional English and Maths support which is delivered by current subject specific CMS staff. Both subjects offer SAT’s revision material at a reduced cost to pupils.

Teachers and teaching assistants (TA’s) are paid to partake in these programmes of support.

### **Pastoral Support Assistants:**

Working closely with the Leaders of Achievement and teaching staff, two Pastoral Support Assistants play an active role in promoting high standards of behaviour and

effective communications between the home and school on pastoral issues relating to the school day. Thus, allowing teachers to focus on developing teaching and learning whilst maintaining a 'behaviour for learning' climate within the classroom and wider school environment.

### **Pupil Premium Achievement Leader:**

Initially, the role was to raise awareness across the school in addition to ensuring the progress and attainment of Pupil Premium pupils' is closely monitored. Central records of pupil's attainment and the interventions currently in place are kept and regularly updated. As part of the role regular feedback is supplied to the leadership team whilst ensuring all staff maintain their awareness of pupils' progress within their subjects and the impact of the interventions currently in place.

This academic year a 'PP PUSH' initiative has been introduced. The rationale behind the initiative is to observe the gathered data and identify a selection of pupils from the Pupil Premium cohort, within each year group, that members of staff are to give extra support and attention to. The increased awareness of their needs alongside the increased support and/or focus it is hoped that the identified pupils will improve their academic progress and/or their attitude towards the underperforming subjects.

### **The Impact and Success of the Pupil Premium**

The effectiveness of the spending of pupil premium funding is seen in the impact on pupils' achievement.

- At the end of KS2 SATs, halfway through a pupil's time at Codsall Middle School, disadvantaged pupils are making more rapid progress than previously and the gap in value added in KS2 has been narrowing. In 2015, disadvantaged pupils made more progress than other pupils (difference in overall value added 2013 -1.3, 2014 -0.5, 2015 +0.2).
- In fact, from assessments carried out at entry at the beginning of Year 5 to the KS2 assessments in Year 6, disadvantaged pupils make better than expected progress when nationally compared, in line with the cohort in general.
- When pupils leave at the end of Year 8, at the end of the four year journey at Codsall Middle School, disadvantaged pupils have made better than expected progress, in line with (and often exceeding) the cohort in general. Progress is especially strong in Reading and Maths.
- Writing amongst disadvantaged pupils is a school focus as, although they make better than expected progress, they make less progress than other pupils.