

**Pupil Premium Strategy Statement 2017-2018**

**Codsall Middle School**

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### **Overview**

- Pupil premium pupils form 18.5% of the Codsall Middle School population (102/552)

Year 5 – 24/136

Year 6 – 27/151

Year 7 - 26/123

Year 8 – 25/142

- The school was allocated the following funds for the academic year 2016-2017:

Pupil Premium of £101,000

LAC funding of £14,100 - 5 pupils

Funding for service children £600 - 3 pupils

- Strategies are informed by the Teaching and Learning Toolkit published by the Education Endowment Fund.
- Expenditure is outlined in all sections of the plan and certain strategies are given individual costings.

### **Objectives of Pupil Premium Spending**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our core objective in using the Pupil Premium is to narrow the gap between pupil groups. We pride ourselves on the progress pupils make across their four year journey at Codsall Middle School but historically levels of attainment have been lower for FSM pupils (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start our school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, making best use of Teaching Assistants, using the pupil premium funding effectively and the EEF Teaching and Learning Toolkit to inform our decision making.

We have identified three key areas that will which we believe will maximise the impact of our pupil premium spending in achieving our core objective of improving the achievement of pupil premium pupils in all year groups.

## Key Principles

### Improve the achievement of pupil premium pupils in all year groups

High quality teaching and learning, maximising the time for pupils to catch up

We will continue to ensure that all children across the school receive high quality teaching by:

- Setting high expectations
- Sharing good practice within the school and across the MAT and drawing on external expertise
- Providing high quality CPD
- Improving assessment through shared practice and moderation
- Expecting 'challenge for all' in every lesson
- Encouraging pupils to make links and apply skills across the broad curriculum Improving attendance and punctuality
- Providing earlier intervention, including within MAT first schools
- Finding opportunities to offer additional support throughout the school day, outside core school hours and during holidays

Mentoring, intervention and targeted learning

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming or those that are lower attaining
- All staff use achievement data formatively in teaching, planning and to target support
- We use research (Such as the EEF Toolkit) to support us in determining the strategies that will be most effective
- Support will be personalised by looking at the individual needs of each child and identifying their barriers to learning
- Additional support staff and class teachers communicate regularly
- We expect 'best practice' use of support staff in classrooms and in interventions
- Where needed, other agencies to bring in additional expertise.

Maximising pupil and parent engagement

We will provide a culture where:

- Staff believe in ALL children
- All pupils believe they can succeed
- there are "no excuses" made for underperformance
- Staff work proactively to overcome barriers
- Staff support children to develop positive attitudes towards learning
- Support is provided for parents/carers to develop their own skills (parent workshops, information evenings) and aid their children's learning
- Interventions are tailored to the needs of the child (e.g. tutored homework time during the school day)
- Children's strengths are recognised and built on to further boost confidence (e.g. encouraging participation in extra-curricular activities, becoming reading mentors).

## **Funding Priorities**

This year we are reinforcing our commitment to 'Quality First Teaching' because we believe that pupils who are engaged in stimulating, inspirational lessons are the most successful learners. We are ensuring that all teaching and classroom support staff receive high quality CSPD (Continued Self Professional Development) to embed the use of Assessment for Learning and ensuring challenge for all within our classrooms. To make sure that this CSPD is as impactful as it can be, we are charging a selection of teachers to become 'champions' who will drive forward improvement and share good practice.

In addition, we are further developing our whole school approach to literacy and numeracy skills, encouraging pupils to make deepening connections across our broad curriculum. Accelerated Reader, which was successfully introduced last year to great impact, will remain an important driver of this, with a particular focus on disadvantaged pupils having increased ownership of their reading experience by being involved in reading mentoring programmes and having a more active voice in the selection of library books. Similarly, a key focus is to offer opportunities reasoning skills across the curriculum.

To ensure that we are maximising pupil engagement in their learning, we are developing our use of the GL Assessments PASS survey, which provides us with valuable information about barriers for individual pupils. We will use this to provide targeted, personalised intervention and support for disadvantaged pupils, making a significant impact on these pupils' achievement.

We are determined that the proportion of children working at age related expectations and above will increase at KS2. To that end, we have increased the curriculum time pupils spend on English and Maths, balancing this with our belief in the importance of a stimulating and broad curriculum for all learners. Interventions will be focussed and will address the barriers to learning that pupils experience. We will ensure this by carefully assessing their progress and frequently evaluating the actions we take to support pupils' learning.