

1. Summary information					
School	Abbey Park Middle School				
Academic Year	2016/17	Total PP budget	£74,328	Date of most recent PP Review	March 2017
Total number of pupils	192	Number of pupils eligible for PP	58	Date for next internal review of this strategy	September 2017

2. Current attainment		
		<i>Pupils not eligible for PP in school</i>
By the end of Year 7 48% of PP children reached ARE in Reading		62%
By the end of Year 7 29% of PP children reached ARE in Writing		52%
By the end of Year 7 20% of PP children reached ARE in Maths		42%
Standardised GL test scores reflect the different and frequently lower starting points for many PP children		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low aspiration resulting in poor motivation
B.	Lack of confidence and self-belief
C.	Lack of resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils to attend regularly as measured by SIMS	Attendance of 96%+
B.	Pupils to have greater determination and commitment to achieving success and be able to celebrate when they have achieved good results	Recognising when they have achieved success Accepting praise as being positive and deserving

C.	Pupils to have greater resilience when faced with challenges and not give up	Showing commitment to achieving success Not walking away when learning gets difficult
D.	Pupils to partake of every opportunity offered particularly those of a cultural or residential nature	Taking up the opportunity of going to new and different places Enjoying participating

5. Planned expenditure

2016/17

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.

i. Quality of teaching for all

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the rate of progress of Pupil Premium children	English Lessons Teaching Assistant Support Maths Lessons Teaching Assistant Support Quality First Teaching	Research tells us that pupils achieve most when expectations are high and teachers deliver high quality lessons. The in class support of pupils by well-trained Teaching Assistants enhances learning and promotes understanding. Pupils to have access to high qualified and well trained teachers.	Monitoring of lessons. Triangulation of pupil progress data . Subject Leaders to coordinate interventions with the SEND teams Appointment of new Coordinator to lead and develop resources for more able students. Strong links with Pupil Premium Governor Staff training focus on learning within the classroom.	SMT Literacy Lead Numeracy Lead SENCo	Termly – at the end of each term. Additionally, this will be considered as part of the weekly subject departmental meetings
Total budgeted cost					£26,491.85

i. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Increase the rate of progress of Pupil Premium children	Small Group Interventions SPAG, Maths, Reading, Precision Teaching, Dyslexia Pathway.	Specific academic intervention groups will be led by highly trained teachers. Reading interventions will be led and organised by a teacher and delivered by well trained staff. SEND interventions will be delivered by high quality, well trained Teaching Assistants under the guidance of the SENCo and external agencies.	Intervention sessions will be time limited followed by a focussed review. Tracking and review information will inform next steps. Monitoring is part of the MET schedule Pupils views and opinions will inform practice.	SMT Literacy Lead Numeracy Lead SENCo	At the end of each intervention unit. (Approximately every half term).
Increase the rate of progress of Pupil Premium children	Peer Mentor Interventions/training/support Counselling sessions	An increasing number of pupils are struggling with the demands of both school and home. Pastoral Mentoring within school is strong but there is a need and desire for pupils to support other pupils. Conflict resolution and resilience building are key. Trained Mentors able to support their peers will help pupils to focus on learning. Counselling sessions available from an experienced and well qualified adult will back this up.	Two staff will specifically lead this and be available to support the implementation on a daily basis. Pupils will be asked for their views and opinions. Pupil welfare issues will be fed back to staff on a regular basis.	School Counsellor and Lead Peer Mentor teacher	Summer 2017
Increase the rate of progress of specific Pupil Premium children. Ensure attendance levels are maintained or increased.	1:1 Teaching Assistant Support to particular pupils Spring Term	Specific pupils experiencing a range of difficulties will be targeted to ensure they access learning opportunities in its widest sense. This involves accessing learning opportunities outside the classroom.	This will be led by the SEND Department who will review on a half termly basis. Parents/Carers will also be involved as will any external agencies working with pupils. Feedback from users is crucial.	SENCo and SENCo Team	As necessary but via regular half termly meetings.
Increase the rate of progress of Pupil Premium children by offering learning in a practical format.	Cookery Sessions £1254.76	All pupils will be offered food technology but a target group will be Pupil Premium children. Lessons will be timetabled and enable pupils to interact with their peers and other adults in a practical way. Language, literacy and numeracy skills will be used in a real life situation.	Feedback from staff. Feedback from pupils and their parents/carers. Overview from the DT Department.	DT Subject Leader	July 2017

Ensure named Pupil Premium children receive an alternative education when appropriate.	Other items: Norton College, Outreach Sessions, £3815.75	Where mainstream school is not meeting the needs of a Pupil Premium child, it is appropriate to seek alternatives. This is very personalised and only necessary for a very small minority of Pupil Premium children. The intention would be to engage them in successful learning and then work with other agencies to transfer from mainstream to specialist placement.	Regular meetings with alternative establishments and the team around the child. Feedback from Parents/Carers and the child themselves.	SENCo and SEND Team	Via regular meetings
Total budgeted cost					Interventions £31,096.08
ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Engage Pupil Premium children in enjoyable learning and raising self-esteem and confidence.	Bellboating £5259.38	Living in a town with a large river providing the opportunity for water sports makes perfect sense. Learning in the outdoors in an enjoyable way builds confidence and leads to greater motivation, engagement and faster progress.	Monitoring by the SMT, the SENCo, Parents/Carers and pupils.	SENCo	After each group of sessions.
Provide Pupil Premium pupils with a range of opportunities outside the classroom.	ACE £2480.59	Using the school site to promote the environment by engaging and motivating learners.	Monitoring by the SMT, the SENCo, Parents/Carers and pupils.	SENCo	Termly
Leavers to be engaging with local youth teams as they transition to high school. Local crime is reduced during the summer break.	DSD £300	The 'Do Something Different' programme works with the local Youth Leader and Police to ensure pupils engage appropriately within the community.	Monitoring by the SMT, the SENCo, Parents/Carers, Youth Leaders, Police and pupils.	Year 7 Leader	At the end of the programme in the summer of 2017
Pupils engaging with learning via set farm programmes.	Farm Sessions £3120	Pupils struggling to engage will be involved in specific courses involving aspects of life on a farm.	1:1 support for pupils Feedback from pupils, staff, the setting and parents/carers.	SENCo	Termly

Pupil Premium children have access to cultural, physical and enjoyable activities away from home.	Off Site Visits, including Residential trips to Barcelona, London, Malvern, Bushcraft. ATE £2496.50	Pupil Premium children must be given the opportunity to participate in new experiences.	All Pupil Premium children will be specifically targeted with a range of opportunities to attend visits and trips.	Office Manager	When any opportunity arises.
Pupil Premium children interested in drumming to be offered opportunities to take part in this.	Drumming Lessons £886.50	Pupil Premium children who show interest in or a desire to learn to play drums. Drumming performances in this school have been proven to raise self esteem.	An external instructor will be delivering the lessons so monitoring will be similar to current monitoring.	Subject Leader for Music	Termly
Professional Development for staff	Outdoors Leadership Course £102.75	Professional Development for staff relating to leadership. Ability to lead specific groups that include Pupil Premium children.	Monitoring as part of staff development and interventions.	SMT	Following each group of sessions
Total budgeted cost					£14645.72

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the rate of progress and motivation to learn of Pupil Premium children.	Additional Support in lessons Well trained staff	The focus was on Quality First Teaching ensuring that staff attended good professional development and then implemented what they had learnt. Teaching Assistants received additional training and attended English and maths lessons. TA's were encouraged to support all pupils and not just targeted pupils.	Pupils tell us that having strong TA's supporting teaching and learning has helped them. GL data shows that whilst some Pupil Premium children remain below age related expectations, some pupils have made huge strides in their learning. The importance of consistency in lessons is vital.	£26,491.85

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Pupil Premium children particularly, feel supported not only in their learning but emotionally and socially too.	Interventions, mentoring and peer mentoring, targeted pupil support, food technology	Peer Mentors were excellent with pupils gaining new mentoring skills and using these superbly. Requests and offers of counselling were well received with pupils being exceptionally well supported. Food T enabled new relationship and skills to develop.	Pupils tell us that all of these were very effective and should be continued. Incidents of frustration have been reduced.	£31,096.08
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Building resilience and self esteem	A range of actions were taken identified under 'Other Approaches' within Section 5 of this document.	Many opportunities were offered and accepted and the outcomes proved highly successful.	Supporting Pupil Premium children in this way proved to be very effective and built confidence and broadened horizons.	£14645.72