

2018-19

Funding allocation: £71 285

To ensure we continue to make good use of Pupil Premium funding, we select strategies from ‘Narrowing the Gap’ and the Sutton Trust that have been researched and analysed extensively and that we feel will most benefit our pupils and the teaching and learning environment at CMS.

We plan to spend the money on the following aspects of school life for our pupils:

Barrier to educational achievement	Approach to overcome the barrier	How we will ensure it is implemented well.	Success Criteria
<p>1. <i>Retention and application of skills from prior learning: some pupils eligible for PP have reading, comprehension and/or writing skills below those of their peers, reducing their ability to engage with the curriculum.</i></p> <p>2. <i>Poor learning strategies and low levels of independence.</i></p>	<ul style="list-style-type: none"> • Additional tuition to support target groups in Reading, Writing and Maths (Accelerated Reader and Third Space Learning) • Deployment of Core subject leaders and teaching assistants for one-to-one and small group work on personalised programmes of learning and interventions. • Creating smaller teaching sets in Year 7 and Year 8. • Professional development for staff through workshops and courses to maintain and further enhance Quality First Teaching. • Training Education Support Adults (ESAs) in the techniques of personalised learning. • Development of Middle Leaders to ensure pupils are supported within subjects across the curriculum 	<ul style="list-style-type: none"> • PP Pupils working in lessons will be tracked as part of the school monitoring by subject teachers and subject leaders. • Interventions for PP children at class level are monitored for impact by subject leader and PP lead. • Progress towards narrowing the gap is analysed and acted upon where necessary. • Interventions will have a baseline and final outcome to measure the progress during the programme. • Class teachers will measure the impact on work completed during lessons. • Using CPD from PP lead to embed good practice in lessons e.g. mark first approach, high quality feedback, knowing pupils well, identification of barriers to learning, planning for PP 	<p>All pupils eligible for PP make at least expected progress in reading, writing and maths so that all meet their target for attainment and progress. 50% of pupils will make better than expected progress.</p>

		<p>pupils specifically in lessons.</p> <ul style="list-style-type: none"> • Embedding metacognition practices, modelling 'how to learn' and 'how do I learn best?' • Evidence from lesson observations and book scrutiny is used to closely monitor pupil progress and will provide evidence of good progress being made. 	
Low self-esteem, self-belief and resilience, insecure attachment disorder	<ul style="list-style-type: none"> • Provide counselling to promote self-worth, self-esteem and self-confidence and applying these qualities to impact upon attainment and progress. • Attachment training by SENDCo to all staff to include strategies for classroom practice. 	<ul style="list-style-type: none"> • All staff are aware of which children have these specific barriers through pupil voice questionnaires, transition information from First School, parent meetings. • Use of ePraise for incentives and rewards for good behavior choices, resilience and commitment to learning. 	<p>Pupil voice questionnaires show that these pupils feel safe and secure in school environment, with lowered anxiety levels and are able to engage in lessons fully.</p> <p>PP pupils show improving attendance from 94.89% (2017-18) which brings them in line with their peers (school target of 96.2%).</p> <p>Pupil feedback during counselling sessions.</p> <p>Reduction in number of pupils receiving demerit points on ePraise for homework, meaning PP pupils are in line or better than the non-PP pupils.</p>
Attendance	<ul style="list-style-type: none"> • Phase leaders and PP lead track attendance regularly. Where attendance drops below 95%, attendance letters are issued. • Attendance percentages from previous years will be used to identify potential concerns early in the school year. • Use of ePraise to monitor, track and incentivise good attendance. • Back to school meeting with PP pupils who have been absent. 	<ul style="list-style-type: none"> • Sufficient pastoral time is allocated in the timetable to enable Phase Leaders and PP lead to monitor and impact on attendance figures. • Relationships and communication with parents will be positive. 	<p>PP pupils show improving attendance from 94.89% (2017-18) which brings them in line with their peers (school target of 96.2%).</p> <p>The number of PP pupils with attendance of >90% is reduced by 50%.</p>

<p>Access to parental support and learning resources</p>	<ul style="list-style-type: none"> • Homework and study club including access to ICT. • Variety of resources that would enhance and maximise teaching and learning e.g. spellcheckers, electronic dictionaries, guided reading books. • Letter home to all PP pupils, advising them of their eligibility for extra funding. • Advance notice given to PP parents of forthcoming parents evenings. • ePraise access via a parent log in account. 	<p>Pupils attending homework club will be recorded.</p> <p>Numbers of ePraise reminders for late homework will be monitored.</p> <p>Drop ins will monitor pupil use of resources purchased to improve learning in school and at home.</p> <p>Numbers of PP eligible parents attending parents evenings will be recorded and tracked across the year. Non-attending parents will be contacted and offered alternative appointment times, organized by PP lead and subject teachers.</p> <p>All PP eligible pupils will be offered the chance to join homework club.</p>	<p>The proportion of PP pupils attending homework club is in line with or higher than the proportion of PP pupils in the school.</p> <p>Proportion of PP parents attending parents' evening is in line with or higher than non-PP parents.</p> <p>Reduction in number of pupils receiving demerit points on ePraise for homework, meaning PP pupils are in line or better than the non-PP pupils.</p>
<p>opportunities for enrichment on a par with non-Pupil Premium peers</p>	<ul style="list-style-type: none"> • Subsidising costs for residential visits, outside professional and visitors. • Enrichment workshops and experiences for High Performers. • Development of teaching and learning and experiences (e.g. workshop) within STEM. • Making use of the local 'Virtual school' to access funding for LAC children to take part in activities outside of school and the curriculum. • Inviting PP pupils to audition for roles in the whole school production of <i>Joseph</i>. 	<ul style="list-style-type: none"> • Letters with reduced costs will be provided with follow from trip leaders to check the PP uptake on each residential and any trips. • Registers for after school clubs will be tracked to monitor PP numbers. Reasons for not attending (transport etc) will be identified through pupil interviews and alternative provisions made where possible. 	<p>All PP pupils who want to take part in residential are not prevented due to financial circumstances.</p> <p>Outcomes in lessons linked to trips will be in line with non-pupil premium peers.</p> <p>Pupils will feel included and able to access learning opportunities equally to their peers.</p>