

Pupil Premium Funding 2017-18

Our philosophy:

At CMS, we aim to have equity amongst all our pupils, regardless of their background or family circumstances. This stems from an uncompromising belief that all pupils can achieve well; a belief that is shared by every member of staff. We recognize that every child is unique and is entitled to the opportunity to be happy, feel valued and experience success.

As a result, we will drive to ensure that each individual's needs are met, any barriers to their learning are identified and overcome and that they are suitably both challenged and supported in their learning.

Pupil group	National allocation of Pupil Premium per pupil	Cranborne Middle School
Pupils in year groups five and six recorded as Ever 6* FSM	£1,320	38 pupils - £50,160
Pupils in year groups seven and eight recorded as Ever 6* FSM	£935	21 pupils - £19,635
Looked After Children (LAC) and Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1,900	5 pupils - £9,500
Pupils in Year Groups 5 to 8 recorded as Ever 4** Service Child or in receipt of a child pension from the Ministry of Defence.	£300	2 pupils - £600

**Ever 6 FSM - Pupils who have been registered for free school meals at any point in the last six years*

***Ever 4 Service Child - Pupils whose parents have been in the Armed Forces at any point in the last four years*

Cranborne Middle School: How the funding for 2017-18 was spent

This report provides information regarding expenditure, its impact upon progress and attainment and plans for the new academic year at Cranborne Middle School.

In 2017-18, Cranborne Middle School had 66 pupils who met the criteria for pupil premium, resulting in total income of £79,895. The money was spent in the following way:

Leadership and management	£ 2495.55
One to one counselling	£ 637.30
Small group interventions	£ 4244.04
Homework club	£ 1130.36
Resources to support learning at home and school	£ 1940.07
Maths No Problem and concrete resources	£ 6249.24
Skilled teachers low sets English/Maths lessons	£13431.47
Contribution to staffing costs (e.g. mentoring, pastoral care, Phase Leaders monitoring attendance and providing pastoral support, INSET and staff meetings)	£36000.00

Trip and visit subsidy	£ 2086.00
School uniform subsidy	£ 158.75
Accelerated Reader	£ 6317.20
Third Space Learning – one to one maths tuition	£ 5535.00
TOTAL EXPENDITURE	£80224.70

Impact of the interventions

The table below shows the attainment and progress of our Year 6 pupils at the end of Key Stage 2 for reading, writing, grammar and maths (July 2018). The attainment percentage refers to the percentage of children in year 6 reaching the expected standard for end of key stage 2.

	Attainment	Progress
Reading	PP 88% Non PP 83%	PP 0.9 Non PP -0.2
Writing	PP 88% Non PP 79%	PP 0.6 Non PP -0.7
GPS	PP 100% Non PP 86%	No progress data available
Maths	PP 88% Non PP 73%	PP 0.9 Non PP -0.2

The table below shows the attainment (in scaled scores) of our Year 8 pupils in English and maths at the end of their 4 years at Cranborne.
An average score is 100.

English	PP 113.6 Non PP 112.6
Maths	PP 115.3 Non PP 115.8

Impact of Specific Interventions

Intervention approach	Overview of provision	Impact
One-to-one tuition with Third Space Learning for maths	8 Y5 pupils received 5 weeks of 1-2-1 tuition. 16 Y6 pupils received 19 weeks of 1-2-1 tuition. 1 Y6 pupil received 8 sessions of 1-2-1 tuition. 9 Y7 pupils received 10 weeks of 1-2-1 tuition.	Year 5 - All pupils increased their raw test score by an average of 10 marks between the March test and the Rising stars test in June. All 8 pupils have achieved their target set for the end of year 5. Year 6 – 15 pupils achieved the expected standard for year 6 in the Sats tests. Of the 2 pupils who did not, their scaled scores show both made progress from

		<p>Nov to July, having scaled score of 91 in Nov and 97 in July. The other pupil missed achieved a scaled score of 99.</p> <p>Year 7 – 6 pupils achieved the expected standard for year 6 on re-taking the May 17 Sats tests in March 18. Of the pupils that did not, all increased their scaled scores by an average of 5.</p>
Small maths intervention groups.	<p>Year 6 –</p> <p>SS intervention (from September- 14 pupils split into 3 groups, focusing on arithmetic and other core skills, gap filling)</p> <p>SS intervention – 2 group included 4 PP pupils who had GD potential Aim was to develop reasoning skills, pre-teaching skills and revisiting knowledge taught in lessons. (Ran from Feb – May)</p> <p>BC intervention – ‘girl power’ (Autumn 2) aiming to help girls show more greater depth understanding in their work in class. 3 PP pupils involved.</p> <p>BC intervention (Spring 1/2) – aiming to boost reasoning ability. 2 PP pupils involved.</p> <p>DH intervention – Spring 1 (6 sessions) included 2 PP pupils Aim: fill gaps in knowledge and understanding to close the gap between their mock scores and raw score target.</p> <p>LT intervention – Spring term (1 PP pupil) Aim: fill gaps in knowledge and understanding to close the gap between their mock scores and raw score target.</p>	<p>12 pupils achieved EXS in the May sats tests.</p> <p>2 pupils achieved GDS in the May Sats. 2 pupils improved their raw scores between the mock tests and the May sats (+21 and +14)</p> <p>100% of the PP pupils made positive progress between DCP1 and DCP2, compared to 80% making positive progress for rest of the group.</p> <p>Both pupils increased their scores in the reasoning papers between the mock tests and May Sats papers.</p> <p>Diagnostic tests used (Maths no Problem!) (See separate case study for 1 pupil)</p> <p>1 pupil increased scaled score by 6 between mock test in March to reach the EXS.</p> <p>Pupil achieved the EXS in the Sats test, and was teacher assessed as making better than expected progress between year 5 and 6.</p>

	<p>Year 7 – SS ran weekly maths focus homework club (1 hour) with their maths teacher (Ran from September – July) 6 PP pupils attended</p>	<p>Of the 6 pupils who attended this homework club, 3 reached the expected standard, the other 3 made significant progress on their scaled scores (see above).</p>
Small English intervention groups	<p><u>Year 5</u></p> <p>Summer term Weekly spelling intervention JS</p> <p><u>Year 6</u></p> <p>Autumn term (JB) Small group intervention focusing on inference skills. 7 PP pupils, 6 sessions. 2 pupils continued the intervention into the spring term.</p> <p>SPaG intervention (JS) Spelling focusing on KS1 and 2 key words. 6 sessions, 3 pupils</p> <p>SPaG intervention (JS) Word class. 6 sessions, 3 pupils</p> <p>SPaG intervention (JS) Word class and filling gaps in grammar knowledge identified through practice assessments. 5 pupils, 5 sessions</p> <p>Writing intervention (SE) Autumn term Aim to create a piece of writing to enter into progress portfolio 6 pupils, 6 sessions.</p>	<p>3 pupils spelling ages increased at least in line with their chronological age.</p> <p>5 pupils achieved the expected standard in the reading test. 1 pupil made significant progress between Autumn term and summer term, with a raw score of 11/50 in September and 26/50 in the May Sats test. 1 pupil made good progress in raw scores; 6/50 in the September assessment and 16/50 in the May Sats tests.</p> <p>2 pupils achieved the expected standard in the Spelling and grammar tests and 1 pupil achieved Greater depth standard.</p> <p>All 3 pupils achieved age related expectations.</p> <p>2 pupils exceeded age related expectations to achieve greater depth standard, 3 pupils achieved the expected standard.</p> <p>5 pupils achieved in expected standard in writing. 1 pupil remained at working towards the expected standard.</p>

One to one counselling	<p>Writing intervention (SE) Spring term 3 PP pupils, 8 sessions</p> <p><u>Year 7</u></p> <p>Autumn term Small group intensive catch up session for reading 10 sessions over 2 weeks 5 PP pupils</p> <p>Reading intervention (JS) 5 pupils, 5 sessions CB RC JJ MK MS</p> <p>HTLA deployed in Year 7 set 4 to work alongside and under the direction of English teacher. Aim to increase the reading age and stamina of pupils, including 5 PP pupils.</p> <p><u>Year 8</u></p> <p>Reading intervention involved 1 PP pupil</p> <p>8 pupils received individual and/or group counselling sessions, ranging from 2 – 8 in number.</p>	<p>2 pupils achieved the expected standard. 1 met their working towards target.</p> <p>All 5 pupils achieved expected standard on re-taking the 2017 reading test.</p> <p>All pupils made progress in the 2017 reading test, though not reaching expected standard.</p> <p>The reading ages of these 5 pupils all increased by at least 1 year; at an average of 18 months.</p> <p>Pupil exceeded their target to achieve the expected standard for year 8.</p> <p>Pupils came away from the sessions with strategies for how to help themselves when feeling overwhelmed, sad or losing focus. Pupils were able to implement these strategies in lessons and at home to reduce their anxiety, improve behavior and relationships and to ensure pupils had the appropriate mindset to engage with their work.</p>
Accelerated Reader (From Jan onwards)	<p>22 PP pupils have taken part in the accelerated reader program, which aims to increase reading speed, fluency, stamina and understanding of the text.</p> <p>Success is measured by reading age.</p>	<p>Whole cohort Average Reading age progress in months:</p> <p>PP - 6.5 non PP - 5</p> <p>PP children who are also SEND have made an average of 10 months progress in reading age.</p>

		<p>PP Average reading age progress per year group:</p> <p>Year 5 - increase of 6.1 months (8 children)</p> <p>Year 7 - increase of 7 months (8 children)</p> <p>Year 8 - increase of 3.5 months (2 children)</p>
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