Gosforth Central Middle School – Pupil Premium Plan: 2019 – 2020

**Our vision at Gosforth Central Middle School:**

We have ambition for all pupils and we are determined that all of our pupils, regardless of any disadvantage, will be provided with an equal opportunity to thrive in all aspects. The Pupil Premium funding will be used to help ensure that all children are provided with the opportunities that will support them in becoming well rounded members of society. Teaching staff fully understand that it is their responsibility to provide these opportunities where needed through their everyday teaching practice as well as through intervention and enrichment. Our aspiration is for children funded by the Pupil Premium to outperform non-pupil premium nationally in all three areas of reading, writing and maths.

**Summary Information**

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| School | Gosforth Central Middle School | |  |  |  |
| Academic Year | 2019 / 2020 | Total PP Budget | £133,445 | Date of most recent review | September 2019 |
| Total number of pupils | 512 | Number of Pupils eligible for:  PP – Ev6 FSM KS2  PP – Ev6 FSM KS3  PP – Service child | 52  43  3 | Dates for internal review of this plan | April 2020  July 2020 |
| Number of pupils eligible for PP Plus | 2 LAC  9 Post LAC | Percentage of pupils eligible for PP | 19% including service children | Pupils eligible for PP nationally | 23% Ev6 FSM – service children and PP Plus pupils not included |

**Current Performance:**

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| Assessment | GCMS pupils eligible for Pupil Premium | | Pupils eligible for Pupil Premium nationally *2017 – 2018 (2019 data not yet released)* | Pupils not eligible for Pupil Premium nationally *2017 – 2018 (2019 data not yet released)* |
| 2017 - 2018 | 2018 -2019 |
| % achieving expected standard or better in reading, writing and maths | 78% | 52% | 46% | 68% |
| % achieving expected standard or better in reading | 87% | 74% |  |  |
| % achieving expected standard or better in writing | 78% | 74% |  |  |
| % achieving expected standard or better in maths | 87% | 91% |  |  |

Barriers to future attainment (for pupils eligible for PP of all abilities)

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| In-school barriers | |
| A | PP pupils, particularly boys, have higher instances of poor behaviour for learning in the form of low level disruption |
| B | PP pupils inhibit their behaviour for learning through low self-esteem and lower resilience |
| C | PP pupils attaining Greater Depth across the curriculum is significantly lower than non PP peers |
| External barriers | |
| D | Attendance rate of PP cohort is lower than that of non PP pupils |
| E | Parental engagement of PP pupils is less than non PP peers in terms of attendance at Parent /Carer consultation evenings and other meetings |

Desired outcomes

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|  | Desired outcomes and how they will be measured | Success Criteria |
| A | Improved behaviour for learning | A reduction in the number of Red and Yellow Cards issued to PP pupils so that it is at least proportionate to the number |
| B | Students take part in the wider school life.  PP students are engaged and motivated in lessons and enjoy school.  Raised self-esteem and positive attitude of students. | Good attendance at extra-curricular opportunities.    Participation and positive feedback on enrichment opportunities.    Successful integration of late arriving students. |
| C | Increased attaining of Greater Depth for PP pupils in all areas of the curriculum | The gap between the percentage of PP and non-PP pupils working at Greater Depth will narrow by at least 10% |
| D | Improved attendance for PP students. | The gap between PP and non-PP attendance narrows by at least one percentage point.    Reduction in the number of PP students persistently absent. |
| E | To foster positive relationships with parents/carers of PP students | Increased number of parents attending all arranged meetings. |

Planned Expenditure

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| Wave 1: Quality First Teaching and Learning For All | |  |  |  |  |
| Desired outcome | Action | Rationale | Monitoring | Staff | Review |
| A  B | Timetabled Resilience Days at the start of terms to develop skills for learning and set the behaviour for learning after long holidays | Pupils work in unfamiliar groups to strengthen relationships within year groups | All staff monitoring behaviour for learning and resilience in lessons  Behaviour incidents log show  increase in positive behaviour for learning | HoY MG | Half termly |
| C | Reading Champion in post | To raise the profile of reading for purpose and pleasure. Support pupils to working at Greater Depth | Timetable created to support reading need across the curriculum  Increased progress in  foundation subjects | DS MG  CL | Termly |
| C | Smaller teaching groups for non-top set maths and English groups | EEF: Smaller teaching groups can result in an average of 3 months additional progress | Class teachers check progress towards targets. Pupils requiring additional intervention are quickly identified. | HoD of  math  Engl | Termly |

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| C | Classes of 16 in Y5 Technology  Classes of 22 in Y6-Y8 Technology | EEF: Smaller teaching groups can result in an average of 3 months additional progress | Class teachers check progress towards targets. Pupils requiring additional support are quickly identified. | MG  MJ | Termly |
| C | Smaller teaching groups in KS3 science | EEF: Smaller teaching groups can result in an average of 3 months additional progress | Class teachers check progress towards targets. Pupils requiring additional support are quickly identified. | MG  MF | Termly |
| C | Meaningful feedback and D.I.R.T. planned into lessons (Dedicated Improvement and Reflection Time) | Increased independence of  pupils. Pupils taking responsibility for their learning. | Staff see and books show pupils positively responding to marking. Increased progress with curriculum tracking assessment | All staff | Ongoing |
| D | A clear workflow of responses to dropping attendance of individuals | Contact with home to prevent pupils’ attendance dipping further | Attendance registers Number of persistent absentees will reduce | DS  HoY  Form Tutors | Ongoing |
| A  B  C | Daily homework club with access to ICT, support and materials such as glue, dictionaries and coloured pencils | Equal opportunities to learning | Homework completion records  Homework register | All staff | Ongoing |
| A  B  C | Basic pencil case and equipment supplied to the pupils who need it. | Equal opportunities to learning | Form tutors record who has been provided with supplies. | MG  HoY | Ongoing |
| E | Service Level Agreement with Clennell Solutions for Safeguarding | Support and training for staff to ensure that  Safeguarding is a priority in school | Ensure that we have used all of the credits and resources on the website to support safeguarding in school | MG | Termly |
| E | Continued investment in CPOMS | An electronic system will ensure that chronologies for individuals are kept together and that concerns | Electronic record keeping of all safeguarding issues | MG  DS  SW  JK | Termly |

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|  |  | over time are more easily noticeable. |  | SC |  |
| E | Maintain a Safeguarding team of 6 | Greater number ensures that there is always a DSO available and provides a  much needed ‘committee’ to discuss arising issues | All staff know exactly who the DSOs  DSOs know how to respond when a concern is raised | MG | Ongoing |
| A  B | Dedicated non-teaching member of staff to deliver SEMH intervention and support for individuals and groups of pupils | To tackle the rising mental health needs and support pupils in being ready to learn and fulfil their potential | Fewer instances of school refusal and reported anxiety | KW MG  SW | Ongoing |
| A | Visigo – monitoring internet use in school | Any internet use that causes concern is flagged to SW who can provide support as required. | A log of concerns arising from this system | SW | Ongoing |
| A  B  C | Development of retrieval activities to start all lessons | Improved recall | Pupils’ retrieval and attainment is increased evident from lesson observations, pupil voice, shared lessons on VEO | CWA  DS | Termly |
| A  B  C | Shared research and staff training. | Pupils report being more able to focus in lessons Improved progress and attainment | Pupils’ retrieval and attainment is increased evident from lesson observations, pupil voice, shared lessons on VEO | KT  DS | Termly |
| A  B | Focused curriculum content on developing good mental health | Stronger emotional health will support pupils in improved behaviour for learning | Pupils able to apply strategies to support their own mental health and to support that of their peers | KW  LO | Ongoing |

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| C | Research  Staff CPD  A designed curriculum with a clear intent with challenge at the heart | The number of PP pupils assessed as working at Greater Depth is still significantly less than non-PP peers | The gap between PP and non-pupils will lessen | SW  DS  MG | Termly |
| C  D | Author visits in all year groups | Increased cultural capital |  | SJL | Termly |
| C | Increase challenge and progress in lessons through an expectation of excellence modelled and scaffolded by the teacher. | Strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.(Education Endowment Foundation) | Analysis and review through perspective light (learning walks, lesson observations and book scrutinies) and pupils voice. | All | Termly |
| Total Budgeted Cost: | | | | | £74,500 |
| Wave 2: Targeted Group Intervention | | | | | |
| Desired outcome | Action | Rationale | Monitoring | Staff | Review |
| C  B | Accelerated Reader programme trialled with pupils with low reading ages | EEF studies indicate Accelerated Reader can add an average 4 months additional progress | Test scores and reading ages will increase.  Pupils involved will read more books.  Books selected for reading will be appropriate for child’s reading ability. | CL | Half termly |
| C | Maths group intervention – pre-teaching concepts | EEF: Smaller teaching groups can result in an average of 3 months additional progress | Increased participation in lessons  Increased attainment and progress in maths | CWa | Half termly |
| C | Maths group intervention – reading question practice | EEF: Smaller teaching groups can result in an average of 3 months additional progress | Increased participation in lessons  Increased attainment and progress in maths | IN | Half termly |

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| C | Booster groups for maths and English containing 6 – 12 pupils | EEF: Smaller teaching groups can result in an average of 3 months additional progress | | Class teachers check progress towards targets. Pupils requiring additional intervention are quickly identified. | | CL DSl  CWa | Half termly |
| A | All staff trained in strategies for de-escalation and positive handling | Staff more able to defuse situations and incidents less likely to escalate and result in red / yellow cards | | Reduction in number of Yellow and Red Cards | | MG | Termly |
| B | Tailored interventions for each year group for SEMH support | Pupils better able to manage difficult feelings and emotions so can engage better with learning. | | Pupils better able to | | KW  MG | Termly |
| B | BU programme      Transition group – increased visits to  Gosforth Academy | Pupils better able to manage difficult feelings and emotions so can engage better with learning. | | Pupils more confident about transition | | VW  KW  MG | Termly |
| D  E | Author programme to support parents and carers in supporting their child’s reading skills | Parental engagement is consistently associated with pupils’ success at school.  (Education Endowment  Foundation) | | Improved engagement with reading for target pupils | | SJL  CG  MG | Termly |
| Total Budgeted Cost: | | | | | | | £38,000 |
| Wave 3: Targeted Individual Intervention | | | | | | | |
| Desired outcome | Action | Rationale | | Monitoring | | Staff | Review |
| A  B | Thrive – one staff member trained and sessions to be carried out with pupils who require it. | Pupils better able to manage difficult feelings and emotions so can engage better with learning.  Pupils develop strategies for self-soothing | | Fewer incidence of Red  Cards    Fewer friendship difficulties    Less frequent pastoral support to manage situations | | SH | Half termly |
| B | Education Visits, music lessons and uniform | EEF: participation in arts  can raise attainment by 2 months | | Trips and music lessons can be subsidised by negotiation | | SW MG  HoY  CS | Ongoing |
| C | Power of 2 - 1:1 for 10 minutes per day developing knowledge of number facts | Repetition of key knowledge that forms the foundation of all maths work. Identify facts the children are not happy with. | | Increased attainment and progress for pupils in maths | | CWa | Ongoing |
| A  B  C | Therapeutic resources to support pupils in regulating themselves and so improve behaviour for learning | Insecure attachments are not limited to but are more likely in Prev LAC pupils. Supporting a secure attachment style is key to ensuring | | Red card incidents in PLAC pupils reduced significantly | | MG KW  HoY | Ongoing |
| A  B  C  D | Allocate PP pupils whose attendance is less than 90%, whose progress falters or who does not take advantage of any extra- curricular activities a mentor | Being involved in extracurricular sporting activities may increase attendance and retention.  Extra-curricular arts activities: ‘wider benefits such as more positive attitudes to learning and increased well-being have ….been reported. | | PP pupils will meet with their mentor. Participation in extra-curricular act | | MG  All staff | Half termly |
| E | Engage parents by contacting via text or phone call to arrange appointments at all meetings. Invite parents to target days. | Parental engagement is consistently associated with pupils’ success at school.  (Education Endowment  Foundation) | | Record attendance on spreadsheet.  3 days prior to meeting, form teacher to call parent and give a positive message re attendance. | | MG  HoY Class teachers | Termly |
|  |  |  | | Total Budgeted Cost: | | | £32,000 |
|  |  |  |  | TOTAL SPEND: | £144, 500 | | |