

How the Pupil Premium Grant will be used in 2018-19:

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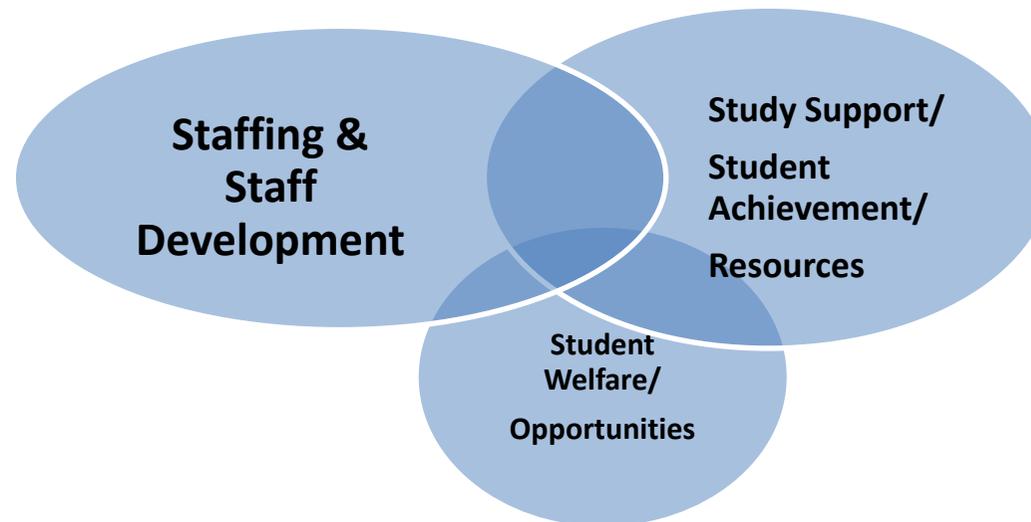
Approved by:	Allan Osborne	Date:
Last reviewed on:	February 2019	
Next review due by:	July 2019	

Overview

The Pupil Premium grant in 2014-15, was targeted to support a wide range of intervention strategies to support pupils eligible for the Pupil Premium in reaching their full potential.

The school recognises that not all pupils who are eligible for the Pupil Premium are underachieving, whilst there may also be some pupils under-achieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements. The school is fully committed to ensuring the progress of all pupils, including disadvantaged pupils and service children.

Therefore, the overall focus is on improving attainment for all students. It is our belief that the most effective way to achieve the aims of the Pupil Premium is for students to achieve the best possible GCSE grades as well as to have access to all curricular opportunities. As a result, we will be directing the majority of funds towards academic interventions that are proven to effectively improve attainment and enrichment. Our strategy has three themes:



1. Identified issues and spend 2018 - 2019

Our forecast spend for Pupil Premium Grant for 2018-19 is.....

	£	% of total allocation
Staffing & Staff Development:		69%
Study Support:		17%
Curriculum Enrichment:		14%

Staffing & Staff Development			
Identified Issues:	Action/Service/Product:	Hard and Soft Data Impact:	Cost:
Year 7 – PP Students who are not secondary ready for English & Maths (KS2 lower than 100)	<p>Small group targeted maths intervention/MyMaths-targeted workbook; HLTA deployment</p> <p>Year 7 Catch-Up Grant Continue to use the funding from the Catch up grant for the relevant PP students to support their progress in Maths and English – Nurture Group</p>	<p>Targets met for PP students in English and Maths Year 7 not secondary ready by end of year (100% secondary ready)</p>	<p>.....k allocated from teaching staff salaries for Y7 AEA 'not-secondary ready' teacher</p>
<p>Mid-term Review (February 2019): R A G:</p> <ul style="list-style-type: none"> Based on results from the Autumn assessments in Maths, year 7 PP students' expected progress has a positive residual of +0.79. English has a positive residual of +0.68 for PP students. Expected progress is +0.6, therefore 100% of Year 7 PP students are making or exceeding expected progress. There has been intervention in place for KS3 Maths, using Mathswatch since September. However, intervention focus has moved to Year 10 instead for this term (Spring 1), in preparation for GCSE mock exams. 			
PP students not on-track for 5+ – Year 10 & 11 English	<p>'At risk' PP students in one group- skilled practitioner & QFT from PP coordinator to secure progress</p>	<p>Year 10 – to increase PP Levels of Progress by 21% to match National Average</p> <p>PP targets for met by end of year</p>	<p>£16,500 allocated from staff salaries for PP coordinator and English HLTA</p>
<p>Mid-term Review (February 2019): R A G:</p> <ul style="list-style-type: none"> Whole school assessment data for the Autumn term shows there is a negative residual of -6.85 for PP students' progress in Year 10 English, with an attainment gap of -1.3 residual of PP and non-PP student progress. Percentage figures comparing PP levels of progress to national average will be available after the data drop in March 			

<ul style="list-style-type: none"> There is timetabled support from a Learning Support Assistant in designated Year 10 English classes. 3 more Learning Support Assistants will be starting in September 2019. 			
PP students making expected levels of progress' in Maths	Small group maths intervention based on need/gaps; HLTA and intervention staffing support	Year 7 – Increase PP progress by 20% to match Non-PP Year 8 – Increase PP progress by 23% to match National Average Year 9 – Increase PP progress by 6% to match Non-PP Year 10 – Increase PP progress by 21% to match Non-PP Year 11 – Increase PP progress by 39% to match Non-PP	£18,500 allocated from staff salaries for Maths Intervention teacher and Maths TA
Mid-term Review (February 2019): R A G:			
<ul style="list-style-type: none"> Based on the Autumn assessment data, Year 7 Maths PP progress has a positive residual of +0.79 and closed the gap between PP and non-PP students, with -0.03 attainment difference Year 8 Maths PP progress has a positive residual of +2.0, closing the gap between PP and non-PP a gap, with attainment difference of -0.08 Year 9 Maths PP progress has a positive residual of +3.76, narrowing the gap between PP and non-PP, with a difference of -0.18 Year 10 Maths progress has a negative residual of -6.60, and an attainment gap between PP and no- PP of - 0.81 			
Attendance of PP MAPS Year 9 PP Attendance (2 – PA and 1 medical)	EWO on site/tracking and implementing staged approach (letters, family liaison) Early warning letters, home visits, EWO mentoring, Attendance report cards EHC for 1 medical PP student Support programmes for 2 PA students	Average PP attendance = 92.18% (MABS PP currently = 93.45%) MABS PP attendance to be 95% b end of 2016 PP students attendance in line with Non-PP and overall school targets. Rising trend in attendance towards PP target of 92.7% attendance – incremental improvements	£12k allocated from staffing budget for Education, behaviour and support services
Mid-term Review (February 2019): R A G:			
<ul style="list-style-type: none"> There are improvements in attendance for PP students which is now at an increased percentage of 94.63% for the period between September 2018 and January 2019, an incremental increase of 1.93% PP attendance still needs to be in line with non-PP attendance, which is currently at 96.79%, but is closely in line. Attendance officer sends letters home after 4 unauthorised absences. Telephone calls home are made as well as home visits if student becomes unreachable when absent. MABS PP attendance? 			
-Anger management -Family difficulties -Anxiety -Attendance -Peer relationship difficulties -Mental health difficulties -Bereavement or illness -Self esteem -Exam pressure/stress Other personal concerns	Counsellor Support Track the overall progress, attendance, engagement of PP students receiving counselling and match against agreed KPIs	Increased attendance Reduced FTE/ behaviour data Increase in progress. Feels supported/valued Advice with strategies developed. Communication development Social skills development. No NEETS and 100% attendance for examinations. Currently 17 PP students receive counselling. 11% of the PPG funded counselling support from various agencies meaning 8 students from the 23 eligible for the PPG in Year 11 2014-15 received support from various	£10.5k allocated for external counselling services from Young Concern Trust (via HEC) and Relate £1.7k allocated for external Educational Psychologist service

<ul style="list-style-type: none"> Year 10 to have an 'Aspirations week' in July to arrange own work experience placements PSHEE sessions are delivered during form-time every Monday, including dedication sessions onto career choices/future careers University trips arranged for MABS students, some of whom are also MABS PP. 			
Study Support			
Identified Issues:	Action/Service/Product:	Hard and Soft Data Impact	Cost
Variety of barriers to learning across PP cohorts: communication, numeracy skills, study skills, resources, support.	Individual Provision Maps Individual Provision Maps for all PP students, all subjects, with individual needs identified through student voice and teacher assessment – PP coordinator to oversee and track.	IEP for PP students collated to inform planning, provision & MER Attendance to subject specific interventions/enrichment/extra-curricular activities is tracked and impact evidenced through progress data drops/outcomes Improved rates of progress to match trajectory of entire school (gaps closing and at least in line with NA);	Included in Teaching staff budget
Mid-term Review (February 2019): R A G:			
<ul style="list-style-type: none"> Students working 2 or more grades below their predicted grade in subjects, have been assigned to after school intervention Year 10 to have an 'Aspirations week' in June/July to arrange own work experience placements Attendance for Enrichment clubs are tracked by the Enrichment coordinator for key groups e.g. PP, SEN, although impact needs to be measured 			
Parental Support/guidance Raising Aspirations Study skills	Holiday & extra-curricular Study Programmes – meeting IEPs of PP A comprehensive programme of study support and revision classes. Parents of PP students given additional advice, guidance, support	Specific gaps for subjects are identified for the PP students and measured prior to the sessions and after. Gaps closing year on year across subjects on key measures. Improved rates of progress for identified gaps/levels of progress Increased rate of PP students progressing to Level 3 qualifications and remaining on courses	£9k allocated for Holiday Academies
Mid-term Review (February 2019): R A G:			
<ul style="list-style-type: none"> After school intervention/study sessions are in place for year 10 students, which started in January 2019. Data to show if there are any gaps in attainment between non-PP and PP will be available in March, after mock exams 			
Gaps in progress for Year 10 PP students	Interventions	Attendance to subject specific interventions and impact tracked across data drops	£2.6k allocated for literacy booster resource – Accelerated Reader

<p>Home study provision, resources, structure</p>	<p>Students who are not on track to achieve their target grades in Year 11 will receive small group or 1-to-1 support in Core subjects.</p> <p>Targeted students (including the PP and other DVG's) will attend compulsory after school in the core subjects.</p> <p>Information and 'Revise Right' evenings for parents.</p> <p>Study boost residential for invited PP students in Year 10 where these students will receive workshops on 'overcoming barriers', motivation, Core subject revision skills and outdoor pursuits.</p> <p>Use of support staff for additional qualifications – ECDL</p> <p>Deeper Learning Days Extra-curricular 'booster sessions Revision/study materials required for Easter School Scientific calculators Soft-student interviews to gather intelligence</p>	<p>All parents of PP attend school information evenings – 100% attendance</p> <p>PP students close the gap towards the Non-PP at the school and against national outcomes.</p> <p>Booster sessions and Deep Learning Days targeted to secure improved LOPs and CA grades/baseline and end of session progress to be monitored</p>	<p>£1k allocated for after school 'Meteor Club'</p> <p>£1k allocated for speech and language therapy resources</p> <p>£1k allocated for academic subscriptions, including MyMaths, Exampro, MathsWatch</p> <p>£500 allocated for GCSE resources evening for Y10 students and parents/carers</p>
<p>Mid-term Review (February 2019): R A G</p> <ul style="list-style-type: none"> Attendance to subject specific intervention is logged and tracked, with phone calls made home to repeat non-attendeers. Impact tracked after mock exams in March. KS4 PP students are making satisfactory progress compared to non-PP with a residual gap of -0.81 in Autumn assessments 			
<p>POST-16 choices and career paths for PP students</p>	<p>Personalised Mentoring PP students are part of the AfA structure and have personalised mentoring programmes in Year 11 according to academic profile.</p> <p>Use of 'Community & Business Mentors'.</p>	<p>Mentors records track the progress of individual students Raised levels of self-esteem shown in more students aspiring for level 3 courses at POST-16.</p> <p>Mentors to ensure that PP students have all completed Personal statements and applied to suitable courses-track for acceptance letters.</p>	<p>£9k allocated from staffing budget for Learning Mentor support</p>
<p>Mid-term Review (February 2019): R A G:</p> <ul style="list-style-type: none"> Mentoring programme will be introduced in September for first ever year 11 cohort 			
<p>Risk of PEX for PP students – MABs and MTA NEETS</p>	<p>Differentiated curriculum Use of off-site provisions where appropriate</p>	<p>Reduced FTE of identified PP issues 0% PEX for PP students 0% NEETS All PP students complete initial course</p>	<p>£18k allocated in 2015-16 for off-site provision for PP students:</p>

	Comprehensive CEIAG programme	Students receiving this support achieve relevant outcomes in order to progress POST-16.	2 x Y9 students 1 x Y10 student 7 x Y11 students
Curricular Enrichment			
Identified Issues:	Action/Service/Product	Hard and soft data impact	Cost:
Access to the hidden curriculum, life experiences Limited opportunities	Curricular enhancement Curricular enrichment trips to be subsidised up to a maximum of £100 per student for all students eligible for the Pupil Premium Grant and specific opportunities to broaden the horizons of those students to be offered.	Increased attendance to appropriate enrichment activities. 100% PP students have appropriate provision/opportunities identified through Student Voice questionnaires and provision is mapped/implemented by PP Coordinator) Enrichment tracker MER followed up by targeted provision Increase in PP students participation in Student Voice/Leadership activities Increased number of PP students progressing towards Level 3 qualifications.	£600 allocated for trips subsidy £1.5k allocated for Enrichment week activities, including trips £550 allocated for PP student rewards £300 allocated for activities for high ability PP students
Mid-term Review (February 2019): R A G:			
<ul style="list-style-type: none"> • After school Enrichment activities tracked by enrichment coordinator to evaluate which activities attract a higher number of attendance from PP and SEN pupils • Trips are subsidised for PP students to encourage participation e.g. trips to Harry Potter, Theatre trips to Macbeth, Curious Incident of the Dog in the Night-time • Attendance of PP students on trips to be tracked • Student Voice is regularly encouraged through meeting every half term. From this, reward events have been initiated as an incentive and commendation to students for improved attendance, achievement and punctuality. 			
Lack of funds to meet the learning needs/provide opportunities for students Lack of exposure to additional resources	Additional Educational Resources Additional curricular resources - £100. Additional Educational Resources for Looked After Children – For 2015-16 each looked after child has a Personalised Educational Plan drawn up by our specialist worker in conjunction with the local authority to ensure that each student receives resources and support which would be appropriate for them as an individual. Calculators, stationery and a place to study provided by school; also could include, IT equipment, revision materials, catering resources and musical lessons or equipment.	PP students across all subjects enabled to meet their targets. CA grades to be at target or above All PP students know they have the resources to succeed in exams PP students tracker to evidence completion of homework to support their learning LAC PEP's with individual needs to feed into PP IEPs Looked after students have a tailored programme of support to meet their needs leading to closing of gap being at least in line with NA	£4k allocated for provision of resources including books, catering ingredients, music lessons, ICT and other equipment £1k allocated for provision of school uniform
Mid-term Review (February 2019): R A G:			

- Subsidized or free compulsory revision guides, texts and educational resources provided for PP students for curriculum subjects.