Pupil premium strategy statement (secondary)

1. Summary information

School	Middlewich High School				
Academic Year	2016-17	**Total PP budget**		**Date of most recent PP Review**	07/06/15
Total number of pupils	682	**Number of pupils eligible for PP**	194	**Date for next internal review of this strategy**	tbc

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	**39.1%**	64.7%
% achieving expected progress in English / Maths (2015-16 only)	**65.2% / 39.1%**	75.8% / 73.4%
Progress 8 score average	**-0.66**	0.12
Attainment 8 score average	**43.83**	52

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy & numeracy
B.	Below average ability – current Y11 PP students have lower KS2 APS (26.52) than non-PP students (28.95). Whole year group average KS2 APS is lower than NA.
C.	Attitude to learning – behavioural issues from small number in Y9-11 impacting on their learning and that of other students
D.	Ineffective use of alternative timetable – active support needed rather than supervision (i.e. in reflection room).
E.	Inappropriate choice of pathway subjects leading to lack of interest, not meeting deadlines & disruption in lessons. E.g. choosing practical subjects as considered 'easy'.
F.	Use of intervention staff for other tasks (i.e. covering staff absence or exam access arrangements) which reduces time spent delivering intervention and thus impacts on student progress.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for Y11 – 71% of PP students have attendance below 95%, of these 28% have attendance below 80%, 46% have unauthorised absences. Lateness Y11 – 46% of PP students are late for more than 10 sessions (17% are late for more than 20 sessions). This reduces school hours affecting knowledge and understanding. Also reduces time available for intervention.	
E.	Aspiration & motivation – unsure of post-16 route so no clear outcome from GCSE results	
F.	Limited parental support – students do not always have study/revision guides, lack of suitable environment at home to complete homework/revise (no desk/table/resources).	
4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	High levels of progress in literacy & numeracy in Y7 for PP students	Reading test scores improve
B.	Appropriate intervention & support provided to allow less able to progress	Low ability students make expected progress
C.	Behavioural issues of some PP students addressed	Fewer behavioural incidents with PP students
D.	Increased attendance rates for PP students	Higher attendance rates for PP students
E.	Raised levels of aspiration resulting in better motivated students	No NEETs, more PP students on L3 courses post 16

5. Planned expenditure

Academic year	**2016-2017**

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

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?
4B Vulnerable students achieve expected progress	Ensure PP focus at subject level after each data drop – identify underachieving PP students, reasons for this and strategies to improve progress.	Vulnerable students need to be monitored and supported to make progress. HODs to clearly target PP students in data analysis to then target support.	SLT to monitor at Link meetings/Raising Standards meetings.	RSL - KLH	September 2017
4B	**Staff Development:** Staff require regular INSET to focus on in-class strategies. SLT to plan a structured CPD programme to introduce and re-visit successful strategies such as Kagan, positive behaviour management and differentiation. Staff CPD schedule to be published in advance. Strategies to be regularly reviewed via department meetings, SIM meetings and in DIPs.	ISB – B, C Quality First Teaching supported by INSET programme. All staff aware of effective strategies and regularly use these in class. Learning experience for students improved resulting in greater % achieving expected progress.	Learning walks find evidence of successful use of strategies Students make at least expected progress	MED KES MTA/ROP/KLY	CPD planned by July 2017 Learning walks during 2016-7 Data drops 2016-7

				SLT	
PM objectives to include use of strategies. Learning walks to review impact of staff INSET. Evaluation of strategies to provide guidance of need for staff CPD in the future.					
			Total budgeted cost		

ii. 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?
4A&B PP students make at least expected progress in English in both key stages	Targeted English support: Consider setting up a new set/small group. One-to-one sessions. Accelerated Readers scheme. Premiership Readers scheme targeting boys.	ISB A	Underachieving students identified using accurate data. Underachieving students targeted for appropriate academic support in & out of lessons.	HOD English - EGR SENCO - JMB	At each data drop for individual impact. August 2017 for impact on GCSE results.
4A&B PP students make at least expected progress in Maths in both key stages.	Targeted Maths Support: Small group support One-to-one sessions Wonder of Numbers' KS3 numeracy programme Daily form period tutorials KS3 'Power of 2' KS4 Maths leaders providing peer support for KS3	ISB A	Underachieving students identified using accurate data. Underachieving students targeted for appropriate academic support in & out of lessons.	HOD Maths - PIB Numeracy lead in Maths - DMA	At each data drop for individual impact. August 2017 for impact on GCSE results.

4B **PP students make at least expected progress in each subject in both key stages.**	General academic support: Existing TAs to support PP in lessons after providing targeted SEN support – teachers/TAs to ensure that PP are identified clearly on seating plans to facilitate this.	ISB A & B	Underachieving students identified using accurate data. Underachieving students targeted for appropriate academic support in & out of lessons.	SENCO - JMB	At each data drop for individual impact. August 2017 for impact on GCSE results.
4B	Subject intervention by TAs/ACs – in class support, temporary withdrawal, form time & after school sessions.	ISB A & B	Underachieving students identified using accurate data. Underachieving students targeted for appropriate academic support in & out of lessons.	HODs Subject teachers Subject TAs A&P TAs	At each data drop for individual impact. August 2017 for impact on GCSE results.
4D	Holiday clubs run by TAs/ACs – focus on Easter initially for KS4.	EB F	SLT to review attendance of targeted students.	APC KLH SLT	Summer term 2017
4B,C,D	'Home & Dry' pre & after school club run by student services – refreshments/pastoral support/equipment check.	EB D, F	SST to target students and seek support from parents. SST to review attendance.	SST SLT	Summer term 2017
4A,B,C,D	Summer school – target PP students transitioning to Y7, consider extension to Y8 transition too, provide literacy & numeracy support, EHS support, tutors to attend – *to cost*	EB D, E, F	SST to target students and seek support from parents. SST to review attendance.	SST SLT	Autumn term 2017
				Total budgeted cost	

iii. 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?

4A,B **Students complete homework & revision in supportive atmosphere.**	Regular homework club established with increasing attendance.	Students complete homework & revision in supportive atmosphere. EB F	APC team to target students. Support in identification & attendance from tutors & subject teachers.	RSL – KLH APC team	Summer term 2017	
4E **Raised aspirations & motivation.**	Aspirations programme – run by ACs to inspire & motivate KS4 students in particular, includes careers advice & events. *DBO to lead on Aspirations programme for KS4 initially – to arrange college visits & support for potential NEETS, to assist with applications or guidance where necessary, to link with careers lead.*	EB D, E, F	SLT to oversea and monitor. Links with colleges already well-established.	Careers lead? KLH APC	Summer term 2017	
4E **Raised aspirations & motivation.**	More Able support: Attend Cheshire East 'Future Scholars' events. 'Brilliant Club' targeting most able providing challenge in STEM/Arts & Hums. 'Golden Booklet' programme - record of high achievements completed independently and recognised via a celebration event, begin with Y7 Bronze, Y8 Silver, Y9 Gold, Y10 Diamond & Y11 Platinum. CBU to lead on 'Golden Booklet' programme – visit PHS to share good practice with PP lead, develop similar programme at MHS.	EB D, E, F More able students have raised aspirations. Higher proportion of students apply for level 3 courses post-16. Higher proportion of former students successfully apply to higher education.	More able Y11 students achieve progress 8 score of at least 1. Admissions data from partner colleges and destination data from same.	KLH CMO	Summer term 2017	

4A,B,C,D	Transition:	ISB A, C, D, F & EB D, E, F	Transition is smooth and supportive for PP students.	SST	Database set up by Easter 2017
Extend quantity & quality of data collected from primary schools to aid transition process:	Data to include KS2 Eng/Maths & feedback on this, behaviour scores, attendance % and feedback, siblings at MHS, SEND category & feedback, list of external agencies, identified interests & successful strategies – consult with MHS staff & primaries on relevant data.	Review assessment of Year 7 students on entry to ensure evidence based interventions are matched to need.	At risk students identified prior to arrival and interventions begun in summer term.	SLT	Primaries asked to provide data by May half term 2017
			Interventions are in place for year 7 from the start of the year.		Primary visits from March 2017 onwards
	Consult partner primary schools and gain agreement to provide data electronically – agree on format i.e. email or disc.	Comprehensive database to identify at risk students.	Student profiles used to aid progression.		Student profiles populated by July 2017
	Database developed in SIMS/Excel containing all information for use by support team.	Accurate student profiles created and regularly updated.	Students make expected progress by end of Y7.		Progress monitored via data drops during 2016-7
	Database used to develop student profiles for sharing with subject staff – use SIMS and Word template to create student profiles stored electronically.	Staff use student profiles to plan learning.			
	Database used to identify 'at risk' students prior to transition to target interventions in summer term prior to transition and then in Y7 – partnership to agree on key data 'flags' and 'at risk' trigger number of these.				
	Develop transition data collection procedure with The Heath partnership and KPMW partnership				
	Ensure staff transition visits include SENCO, Safeguard lead, attendance champion & ACs.				
	Regular transition meetings held after visits to review data and plan interventions.				

	SFE to lead on PP transition – visit Tytherington High to share good practice, also link with other CE high schools involved with transition project (i.e. Malbank).				
4A,B,C,D,E **Policy update to include all students with additional needs (vulnerable):**	Variety of student groups to be included – PP/LAC, SEND, EAL, underachievers, low ability, emotional health, more able and others dependent on need. Data officer/KLH to publish clear summary of PP students by year group/whole school. Development of clear processes – academic monitoring, pastoral monitoring (attendance & exclusion rate focus), student profiles & database, identification of barriers to learning (school/home/societal). Share DOE guidance on proven strategies. Share DOE guidance on building blocks for success. Investigate use of future software systems to analyse positive recognition of PP students – credits, lesson scores etc. Ensure PP focus at subject level after each data drop – identify underachieving PP students, reasons for this and strategies to improve progress. SLT to monitor at Link meetings/Raising Standards meetings.	ISB A, C & EB D, E, F Achievement for all ethos embraced. Growth mindset embedded. Pupil outcomes – academic & social.	Vulnerable students achieve expected progress. Attendance & exclusion rates hit targets – see CLH.	KLH CLH	July 2017

4A,B,C,D,E **Staffing structure reviewed and amended as part of school restructuring process.**	Specific roles implemented to support vulnerable groups achieve academically: English specialist TA x2 Maths specialist TA x2 Achievement coordinators x3 (academic support for other subject areas). Attendance champion x1 FUNDED BY TLR FROM THE HEATH. To link with restructured student services team: Inclusion specialists x3 Learn & Welfare officer x1 Team admin x1 Attendance/SIMS officer x1 Head Student Services x1 To link with restructured SEND team: ASC TA x5 HI TA x3 General TA x6 To review and extend in future dependent on need and funding.	ISB A, B, C, D, E, F & EB D, E, F Targeted support provided for students identified based on academic progress data. Clear structure of support for vulnerable students. Development of one support team, coordinated by KLH/CLH to aid more efficient interventions. All staff fully informed re PP students. Closer tracking and better than expected progress of disadvantaged students. Early intervention and future support for PP is evidence based.	Improved focus on PP students in KS3 so that students begin to make accelerated progress at the earliest opportunity. Achievement coordinators in place with roles/responsibilities clearly defined and understood. Percentages of vulnerable students achieving milestones in comparison with other students in the school are known and used for future planning. Comparison of the performance of vulnerable students and non at each data drop for each year group in all subjects.	SLT	New structure agreed according to KES timescale Staff appointed to new roles by July 2016 Progress monitored at each data drop during 2016-17
4A,B,C,D **Current interventions to be evaluated and costed accurately against**	Development of clear evaluation system for interventions based on partnership work with The Heath. Create common evaluation template to use with core subjects (WHS template). Replace Blue Hills with new evaluation template. Extend to use with all interventions.	ISB A, C, D, F & EB D Clearer simpler evaluation system encourages regular thorough evaluations. Interventions amended depending on impact. Closer tracking and better than expected progress of vulnerable students .	More effective evaluation of interventions. Successful interventions shared. Percentages of vulnerable students achieving milestones in	KLH JMB CLH	Template prepared by Easter 2016. New support team introduced to template by July 2016.

measurable outcomes. **To consider introduction of strategies seen to be successful in partner high schools**.	To develop Literacy & Numeracy intervention overview and plan to ensure that there is a 'whole-department' approach to intervention. To hold regular 'Literacy' and 'Numeracy' team meetings (HOD, TAS etc) to update on progress and share good practice. To develop support from Literacy team for Numeracy team to model planning, strategies and evaluation.	Early intervention and future support for students is evidence based. Confident and rigorous use of data by TAs/ACs to target and evaluate the progress of vulnerable students.	comparison with other students in the school are known and used for future planning. Comparison of the performance of vulnerable and non vulnerable students at each data drop for each year group in all subjects. Vulnerable students make at least expected progress.		
4C **Behaviour Tracking**:	To monitor exclusion rates in vulnerable groups. To monitor 'on call' call outs – reasons/students/staff. Compare MHS data to national data on termly basis using Statistical Release. Review serious incidents – gender/SEND/year group/PP/repeat offenders/reasons.	ISB C, F & EB E Patterns identified and strategies developed to intervene – at risk students supported, behaviour management training provided for staff.	Reduction in exclusion rates for vulnerable students. Reduction in 'on call' call outs for vulnerable students Reduction in serious incidents involving vulnerable students	CLH SST	Begin monitoring from Feb half term 2016. Half termly review of data by A&P team First reductions seen by July 2017
4D **Attendance:**	Develop a clear structure of tracking and support with new staffing structure in place. Attendance champion to focus on tracking, monitoring and intervening on attendance issues – target PP/SEND students and PA. Attendance officer to provide tutors with detailed weekly updates on progress against targets based on the form's previous year's attendance data.	EB D Regular tracking of attendance and punctuality. Effective interventions put in place including parental contact & rewards.	Reduction in PA involving vulnerable students. Improvement in attendance for vulnerable students. Positive impact on student progress.	CLH LRO SST	Attendance champion appointed by Easter 2016. New systems in place from Easter 2016. Improved attendance from May half term 2016. To review role of attendance champion in February 2017 based on impact.

	New attendance champion to lead regular 'attendance team' meetings involving pastoral managers & ACs. Ensure that levels of intervention are clearly defined (96-93% tutors to contact home, 93-90% PM to contact home, below 90% att champ to contact home). Set up an attendance database tracking overall %, PP/SEND status, prior attendance data, half termly attendance/lates %, interventions. Develop clear structure of interventions & rewards.				
			Total budgeted cost	