

Middlewich High School Pupil Premium Report 2014-15

The Government believes that the Pupil Premium, additional to main school funding, is the most effective way to address the current underlying inequalities between students eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the students who are most in need.

Pupil Premium was introduced in April 2011 and is allocated to schools according to numbers of students who have been registered for FSM at any point in the last six years 'Ever 6 FSM'. Schools also receive additional funding for children who have been in continuous Local Authority Care for more than six months and those who are the children of service personnel.

From January 2013 schools have also been allocated a 'Catch-up Premium' for students who do not meet expected level 4 in English and Maths at the end of KS2.

The main purpose of pupil premium is to 'narrow the gap' between vulnerable students and their peers. As a result of support and interventions we would expect to see raised aspirations, an improvement in attainment and enhanced career prospects for eligible students.

1:1 Tuition

Following the annual assessment of all students using standardise test for Literacy, those with scores below 85 are targeted for a variety of 1:1 or small group interventions. These include:

- Toe By Toe- a reading scheme for virtual non-readers to revisit basic skills and improve independence and access to the curriculum. This is delivered by our TA Reading Intervention Team.
- 1:1 Tuition- tailored sessions delivered by teaching staff or TAs to address specific literacy issues.
- "Power of 2"- a numeracy programme aimed at students whose numeracy skills are weak. This revisits basic number skills. Pupils working at level 3 and below are the focus group.

All of the above schemes have previously served to improve the skills of students and have also boosted confidence and self-esteem.

Inclusion Resource Provision (IRP)

In September 2012 we introduced our IRP, in response to an increasing number of students who were presenting with emotional and behavioural difficulties in school. This is in addition to our highly effective and successful HI and ASC Provisions. The IRP has continued to provide targeted support both in class and on a small group or 1:1 basis for a range of students. As part of this provision we have a CBT therapist on site. We can also offer support and counselling on a range of issues from within school resources from our Learning Mentor or TAs working within the IRP. Our Learning Mentor also works with families to help them support their children.

XL Club

This course, aimed at students with confidence or self-esteem issues is run by external staff from the Fire & Rescue Service. The course is accredited and aims to improve the employability skills of those who are involved.

Curriculum support

During last year we have introduced a new model of support from our Teaching Assistants, following an evidence based restructure in the summer term of 2013. TAs are linked to subject areas and are able to offer specialist and subject specific support and interventions in all areas as needs dictate.

We run a Summer School to engage our new students who are coming into year 7 in order to enhance our already extensive transition package for vulnerable students.

A homework club runs each lunchtime in Learning Support. This is staffed by TAs and they are available to support students with homework, if necessary. There are also a variety of other clubs on offer at lunchtime and after school.

To assist those with literacy difficulties and enable them to access lessons more independently we plan to introduce Read Write Inc, a package aimed to support literacy skills.

Some students attend college and/or work placements as part of their KS4 studies. These prove very successful and have led to students continuing their study at college and/or gaining work/apprenticeships with local companies.

Catch-Up Pupil Premium is awarded to those students who fail to gain level 4 in English and Maths at KS2. In addition to the Literacy & numeracy intervention programmes we have ensured that through additional staffing the class sizes in these areas are small, with additional TA support available for nurture groups.

In addition we are introducing Aspire across all ability ranges to focus on targeted Literacy & numeracy support for all abilities at KS3. At KS4 Option M will provide dedicated time for those students who still require additional Literacy and Numeracy support.

Careers Information and Guidance

In addition to the guidance provided by the LA Youth Service, we contract 'Changing Education' to give guidance to all students, in addition to the work done by school staff.

Student Specific Support

Pupil Premium money for our 'Cared For' students continues to be used to support individual needs and is agreed with Carers and Social Workers as part of the PEP review process. This may include; technological support, TA support in class or on 1:1 basis, additional support as described above or external support from specialist tutors or therapists.

Trips and Visits

It is the belief of the school that all students should have equal opportunity to attend trips and visits, regardless of personal circumstance or need. As a result those in financial difficulty are assisted with funding the cost of any trips or visits. Those with additional needs or disabilities are supported by TAs, when necessary, to enable them to take part.

Other points to note:

We have introduced Bluehills Provision Map Writer to track, monitor and analyse the progress of students in school. This will enable us to ensure that there is a holistic picture of the needs of individual students and will enable us to ensure the impact of all interventions and support is measurable.

2014-2015 Pupil Premium Budget - Income and Expenditure

INCOME	
Pupil Premium	£125,606
Year 7 Catch Up Funding (unconfirmed)	£11500
TOTAL BUDGET	£137106
EXPENDITURE	
1 to 1 Tuition	£3,304
TA Support - Subject interventions	£60,676
Pastoral Support	£8,341
Inclusion Resource Support - Teacher & TA	£8,052
Learning Mentor	£7,474
Attendance Officer	£3,637
Nurture Group Support	£10,836
Individual Pupil Support	£12,911
Total staffing	£115,231
Resources	£6,240
Individual Interventions	£3,190
Extra-Curricular Support	£200
Trips	£813
College & Alternative Provision	£12,185
TOTAL EXPENDITURE	£137859

Strategic developments 2014-15

To improve KS2-3 transition and Literacy of Disadvantaged students

- Summer School and extended transition in place for vulnerable students Yr6-7
- Catch- up numeracy introduced for Year 7 Nurture group
- Two staff to train in Catch-Up Numeracy delivery

Improve the Monitoring of Progress of all Disadvantaged Students

- Appoint dedicated Data Officer to ensure focused support to collate and produce data
- Appoint AHT Achievement & Progress to lead effective use of data to raise achievement and progress
- Restructure of Student Services Team (SST)
- Complete Support Staff Review to clarify roles and ensure efficient production of holistic data including attendance and behaviour summaries
- Use of RONI data to help early and proactive support and intervention
- Data drops to take place very 6 weeks
- Termly Year group and SEND Progress Reviews completed by Pastoral Leaders/ SENCO/HoSS
- Fortnightly SST meetings to focus on student progress, including use of holistic data (analysis reports for attendance and behaviour used to target support and intervention)

Raise aspirations of Disadvantaged students through careers guidance and work related learning

- Pupil profiles for all disadvantaged students (in line with practice of SEND reviews);
- Raise aspirations through Careers Days and CE Raising Aspirations Event
- Identify and prioritise Disadvantaged students for careers interviews and apprenticeship events/links
- Work placements available where applicable

Improve outcomes of Disadvantaged students by strengthening the processes for monitoring and evaluation

- Conduct a Pupil Premium Review with CE and develop the improvement plan in terms of milestones
- Look for opportunities to learn from best practice within and outside CE and share best practice
- Governor training to enable them to clearly and confidently demonstrate the improvements

Ensure interventions are appropriate to the needs of disadvantaged students

- Introduce a resiliency course in Year 9 to support PP students, additional funding secured from CE
- Engagement with CE PP group
- Work with CHG to look at best practice and sharing of resources/ideas

Increase progress by improving the quality of teaching and learning for Disadvantaged students

- Carry out curriculum review (Year 9 options review)
- Embed TEEP approach in all lessons
- Seating plans with Disadvantaged students' identified and targets and progress highlighted (PARS Connect)
- Write and implement a new marking policy with the Governors' agreement

- Book scrutiny of vulnerable groups: PP, EAL, SEN and 'boys' to clarify that *all students* are receiving helpful and challenging feedback
- Learning Walks to include Student voice to evaluate how marking is impacting students' awareness of how to improve
- Quality First Teaching to focus on the SEND and disadvantaged students
- More able students are extended by studying a Critical Thinking Pathway, which is also supplemented by demanding Literacy, Oracy and Numeracy outcomes
- Review the roles of TAs especially English and Maths
- All departments to have impact statements for Disadvantaged students
- Disadvantaged students target as part of the performance management process
- Termly RAP meeting English and Maths

To improve all aspects of communication regarding and relating to Disadvantaged students

- Introduce layered classification of students according to vulnerability and according to their impact on the overall data plan – eg English not Maths, or Maths not English.
- Develop extended use of PARS software to collate progress data, monitor progress and produce reports-
- All interventions to be logged on Bluehills which is accessible to all staff

Close the gap in Maths between Disadvantaged students and non-Disadvantaged students

- Head of Maths to visit other academies which have closed the gap. Ensure that all teachers have seating plans, and are planning for progress
- Track progress and identify Disadvantaged students that need intervention;
- Review progress half-termly and put appropriate actions in place;
- Monitor Disadvantaged students receiving extra support and evaluate impact.
- KS3 Achieve lessons focus on the core Numeracy skills for the students in need of extra support
- Specific KS4 curriculum time (M Pathway) will be allocated for Numeracy intervention in targeted groups
- 2 Maths colleagues to receive 2 days training on Achievement for the most able to support improved progress levels at GCSE

Close the gap in English between Disadvantaged students and non-Disadvantaged students

- Head of English to visit other academies which have closed the gap. Ensure that all teachers have seating plans, and are planning for progress
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- Track progress and identify Disadvantaged students that need intervention;
- Develop department policy in relation to Disadvantaged students;
- Review progress half-termly and put appropriate actions in place;
- Monitor Disadvantaged students receiving extra support and evaluate impact.
- Establish a 'clear line of sight' accountability framework;

Impact of Spending:

Attendance:

The current attendance figures (as of 2/04/2015) for 2014/15 are given below:

% attendance						
	Year 7	Year 8	Year 9	Year 10	Year 11	Whole school
All students	95.27	93.46	93.38	93.77	94.79	94.12
PP students	94.7	90.9	87.0	87.7	93.6	91.0
School Gap	-0.57	-2.56	-6.38	-6.07	-1.19	-3.12

Year 11 GCSE Results 2014

[National figures]

		2013	2014	GAPS
5 A*-C Including English and Maths	PP students Non-PP Gaps	18% 59% [67%] -41% [-49%]	25% 52% [62%] -27% [-37%]	In school gap has decreased by 14%; national gap has decreased by 12%
English Expected Progress	PP students Non-PP Gaps	31% 68% [74%] -37% [-43%]	60% 76% [75%] -16% [-15%]	In school gap has decreased by 21%; national gap has decreased by 28%
English Better than Expected Progress	PP students Non-PP Gaps	13% 29% [34%] -26% [-21%]	10% 29% [35%] -19% [-25%]	In school gap has decreased by 7%; national gap has increased by 4%
Maths Expected Progress	PP students Non-PP Gaps	38% 67% [76%] -29% [-38%]	50% 62% [71%] -12% [-21%]	In school gap has decreased by 17%; national gap has decreased by 17%
Maths Better than Expected Progress	PP students Non-PP Gaps	0% 25% [37%] -25% [-37%]	5% 24% [33%] -19% [-28%]	In school gap has decreased by 6%; national gap has decreased by 9%

Future Predicted Performance

The school's current prediction for future years is based upon ongoing assessment feeds. This data indicates a further narrowing of the gap for 5 A*-C including English and Maths. The predictions also indicate a reversal of the gap in terms of expected progress in English and Maths.

	2015 ALL	GAP MHS	GAP Nat*	2016 ALL	GAP MHS	GAP Nat*
5 A*-C Including English and Maths	69%	-15%	-23%	57%	-17%	-16%
English Expected Progress	86%	-8%	-4%	100%	6%	-1%
English Better than Expected Progress	31%	-18%	-12%	57	8%	-6%
Maths Expected Progress	83%	-10%	-3%	91	-1%	3%
Maths Better than Expected Progress	28%	-27%	-1%	33	-7	15%

(*based on 2014 data)