

Middlewich High School Pupil Premium Report 2013-14

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.

2013-2014 Pupil Premium - Budget and Expenditure

BUDGET	£120,335
EXPENDITURE	
1 to 1 Tuition	£24,365
TA Support for English & Maths	£24,508
Read Write Gold Resource	£2,992
HW club	£2,450
Inclusion Resource Manager	£20,119
Inclusion Resource - TA Support	£24,508
XL Club	£2,750
Forest Schools	£2,540
CBT	£2,540
Learning Mentor	£7,245
Individual Student Support	£3,564
Year 10 & 11 Work & College Placements	£15,565*
Total Expenditure	£127,866*

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 not only served to improve the skills of students, but have also boosted confidence and self-esteem.

Current data shows that for the current Year 11 cohort ‘The Gap’ between those students eligible for free school meals and those not eligible is as follows when compared to FFTD :

Cohort	All subjects	English	Maths	English & Maths
FSM	-4.21	-7.33	-7.78	-4.10
Non- FSM	-3.31	-3.03	-7.12	-3.31
Grade equivalent FSM:non-FSM	-1/6 grade	+1/2 grade	-1/6 grade	-1/6 grade

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.

Forest Schools

As part of the work done by the IRP two staff have now run the “Wild Crew” course on a rolling 8 week programme with small groups of students. This course is a specialist therapeutic course aimed at meeting the needs of students with complex emotional issues. These students are identified through analysis of the holistic data we collect on students.

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 this 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 now linked to subject areas and are able to offer specialist and subject specific support and interventions in all areas as needs dictate.

This year we ran a Summer School for the first time to engage our new students who coming into year 7 in September 2013. This was well attended and comments from students and parents are very positive.

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 have introduced Read Write Gold, a package aimed to support literacy skills.

A number of 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.

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 are currently reviewing the software we use 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 individuals and will enable us to ensure the impact of all interventions and support is measurable.