

Pupil Premium Statement 2016/2017

The pupil premium is additional funding provided by the government; the figure received by the school is based on the number of students who are registered for free school meals, students who have ever been registered for free school meals in the last six years, or a child in care.

The aim of the Pupil Premium is to raise achievement among disadvantaged students to increase social mobility, enable more students from disadvantaged backgrounds to get to the top Universities and reduce the attainment gap between the highest and lowest achieving students nationally.

The government is confident that schools will identify the most effective way to raise the attainment of their disadvantaged students. So, schools are free to spend the money in the best way they see fit. However they will be held accountable for how they have used the additional funding. Measures are included in the performance tables that will capture the achievement of those deprived students.

We understand that unless an activity is specifically targeted to pupil premium students it will not close the gap and so work has taken place to ensure disadvantaged students receive additional support, beyond other students.

Our NCSL listed reviewer conducted a full external Pupil Premium review in September 2016. We will conduct an internal review in September 2017.

The main barriers to educational achievement that the disadvantaged children in the school face, in comparison with other students in school are:

Lower attendance

Lower level of parental engagement

Lack of resources and support to enable completion and a consistent quality of home learning

Inconsistent behaviour

Lower aspirations and lack of choice of destinations on leaving school

Lower level of extra curricular engagement

Exploration of impact of low KS2 scores on entry

In this academic year 2016/2017 the pupil premium per head stands at £935.

The total funding was £223,916

Contribution to the salaries of five **Progress Leaders** has allowed dedicated focus time on Pupil Premium students, including one-to-one mentoring and the use of a “dashboard” to record conversations and identify interventions specific to the individual with a portion of the PP funding allocated for this, student-specific spending. Recent examples of this spending have been music lessons, purchase of revision guides, PP only trips to raise aspirations to media city and transport to allow a student to continue with Cadets.

Progress Leaders have the responsibility to monitor the behaviour, attendance and progress of the PP students within each year group and develop strategies to remove barriers to learning.

Cost –£50,000 plus £7000 allocated spending

One Progress Leader initiative was to incentivise attendance by offering pupil premium students' parents/carers the opportunity to earn a £50 Voucher in return for achieving 95% attendance. This voucher was redeemable in school against the cost of any item that the student felt would help with their education. The majority of the vouchers were spent on uniform and school trips.

We continue to invest in a **Pupil Premium Champion**; our PP champion meets the Associate Headteacher weekly to ensure the progress and attainment of this group is kept under scrutiny. Our recent Pupil Premium review allowed us to identify key areas we believe are barriers to students having no differences and these are being addressed.

Cost - £8,500

Night Club - Year 11 students, targeted for their lack of independent study beyond the school day, meet twice a week for most of the year to complete tasks set by their teachers; the sessions are led by the Y11 Learning Champion.

Y11 Learning Champion – this post focuses on ensuring students achieve; Pupil Premium students are a key group given more time and attention to ensure they are achieving.

Cost – £3000

Tutor mentoring – all students are mentored by their tutor in one-to-one conversations. Pupil Premium students are given priority and more regular sessions through the year.

Cost –£1,550

Increased Parental Involvement - We have a number of strategies aimed to ensure that all pupil premium families are engaged with school, this includes meeting all families who do not attend parents' evening so that they can be involved in their child's learning and joining a pilot to fund a **Family Solutions worker**. This year we have also invested in a **family liaison worker**, with a focus on attendance and building direct links with families.

In addition to the experienced Pastoral staff, we continue to employ, on a part-time basis, a **Home Learning Mentor** who has extensive experience as a Local Authority Inclusion Officer. Work is focused on disadvantaged students to support them intensively to allow them to focus on learning

We continue to employ an **outside agencies coordinator**, their role is predominantly focused on the needs of pupil premium students.

Pro Rata Cost for pupil premium related activities – £32,000

Pupil Premium only events – Including Talk the Talk workshops and Futures First workshops, Reading Rangers.

Cost - £4000

Years 7 and 8 Homework club – Specific students are targeted to attend where homework is an issue.

Cost – £1,200

Extended Year 6 Transition Programme – This programme runs for a day a week for vulnerable pupil premium students from March through to July, ensuring that the students gain confidence in attending the school and working with the staff.

Cost - £1,300

MAP Coordinator – Our more able pupils lead, has a remit to ensure no differences for the pupil premium students within this cohort. Students receive priority mentoring specific to their needs and support as well as entry to the “MAP club”, 2 nights a week

Cost - £3000

Pupil Premium Priority - All teachers in the school place a specific focus on the pupil premium students in their care. Staff focus on this group when marking books and when giving feedback in lessons. This is nominally calculated at 1 hour of time per teacher, per week, to allow a focus above and beyond the non-pupil premium student.

Cost - £139,642

Total Identified Spending – £251,192

Pupil Premium funding for LAC students

A number of LAC students are currently educated at the school. Each child has their PP funding agreed within their annual Pupil Education Plan and this is only received by the school from the Local Authority when costed and evaluated for impact on outcomes; this branch of pupil premium is ring fenced for the individual child. Currently use of funding includes additional Teaching Assistant support, counselling, the purchase of laptops and internet access at home, revision and course books to use at home and additional tuition.

Measuring impact of the Pupil Premium funding

The Pupil Premium Champion decides on the strategy and identifies means of measuring the impact for the interventions listed above, e.g. improved attendance in key groups.

Impact of funding 2015/2016

All activities carried out by Progress leaders are audited for impact against cost. Some very significant changes have been achieved, however these are individual in nature and so they are not included here to prevent identification.

Progress 8 data for Pupil Premium moved from -0.79 in 2015 to -0.44 in 2016 and is now in line with national expectations. Our in school gap is 0.42. The gap in English at -9.9 is smaller than in maths at -29.4.

Entry into the English Baccalaureate is significantly higher than the national picture, demonstrating our broad curriculum, open to all students. Achievement rates are significantly above the national figure. 49% of the pupil premium cohort had access to the English Baccalaureate, in line with the non-pupil premium students.

Attendance for Pupil premium students improved from 89.78% to 90.59%, an improvement of 0.81% and a reduction of the Gap of 0.56%. Of the 110 students who qualified to receive the 95% attendance voucher, attendance rose by 1.68% and of this group only 50% achieved 95% attendance in the previous year.

Funding through the Year 7 Catch-up Premium

Funding for this year is £16,000

English Catch-up

Students are withdrawn for additional support with English staff and TAs.

Phonics lessons are part of the curriculum for identified groups using the Ruth Miskin model.

Reading Rangers takes place daily, led by an English teacher, with this teacher also leading on the Premier League Reading Stars aimed at boys with a low reading age.

Maths Catch-up

Students are withdrawn for additional support with qualified Maths teachers.

Baseline data is used to identify gaps in basic understanding of KS2 skills. These were are then targeted through intense small group additional sessions on a weekly basis to ensure gaps in students' key knowledge are addressed before moving too far into KS3 and KS4. Students are then reassessed at the end of the programme to measure impact and assess students' positions compared to expected end of KS2 performance resulting in students either continuing with the programme or returning to the original curriculum.

Impact of Funding

Identified students in Year 7 maths shows that 96% of students improved their scores from underperforming in September 2015 baseline assessments with 65% of the catch-up cohort now in line to achieve at least expected progress (3 LOP), with some students making 3 grade shifts. Student who have not made sufficient progress are enrolled into the programme for Year 8 to continue making required gains to catch up with peers.

For English, the delivery of Phonics this year has resulted in a number of improvements to students' progress. Firstly, it has improved their overall reading skills, with a noticeable increase in reading ages and more students reaching a chronological reading age or higher than average for their age. Secondly, it has

helped improve writing skills. This is also reflected in spelling ages, but in students' booklets as well. Finally, it has improved students' confidence in reading. Students are more willing and confident to read out loud and to share thoughts and ideas with larger groups of their peers. Catch-up students had an overall average increase for students of 1.1 years from September 2015 to June 2016.

Premier league reading stars was a programme undertaken between February 2016 and June 2016 during Reading School sessions. The focus of the initiative was to engage boys with reading for pleasure with up to 35 logins and 18 challenges to take.

As a result of the initiative, improvements above a chronological year have been recorded for most students. Reading Rangers has led to improvements in reading ages of up to 3 years, with an average of 0.57 years throughout this period.

Pupil Premium Statement 2015/16

***Phonics Training** continues in timetabled lessons in Year 7 as well as for identified students as intervention withdrawal from throughout the school. Additional staff have undergone training and a Phonics coordinator leads on the programme to ensure staff are competent in delivery.

Termly Intervention Panel Group meetings continue with Progress Leaders reporting on attitude to learning and progress every half term.

Skill Up continues to allow groups in both Year 10 and Year 11 an additional three hours of small group work supported by a teacher to work on assessments and assignments from their personal timetable where needed.

The Marches Apprenticeship – A home grown tailored curriculum for students in Key Stage 4 which provides a blend of learning both in school and in the workplace. This pioneering course has been adopted by other local providers and is allowing students to surpass their targets.

Students are also supported by our collaboration with the local tuition service where we have funded bespoke packages for individuals in need of extensive nurture whilst still being very much part of the school community.

***Additional Staffing for both English and Maths**

This has allowed for an extra set in both areas to reduce class sizes and tailor support in all year groups including targeting Year 11 students for additional sessions within the school day using personalised timetables.

Night Club - Year 11 students, targeted for their lack of independent study beyond the school day, meet three times a week to complete tasks set by their teachers; two teachers work with the group.

Pupil Premium Champion – An incentive to lead and champion bespoke intervention for eligible students is now in place. Creative thinking to respond to need is encouraged with a ring fenced sum of funding for this initiative.

Under this work, all academic mentors meet with and record key information onto the Pupil Premium tracker tool to identify needs and record impact.

Pupil Premium Project – A short term incentive to allow a member of staff to run a project aimed at ensuring all students are known well.

***Increased Parental Involvement** – A package of Parent Learning events is growing further and includes training to understand and question progress and target setting data, KS4 course requirements and a well-received evening focusing on Revision skills and strategies. A new focus has been in supporting families to understand the opportunities and processes at options in Year 9. Sessions on internet safety have also been well received.

Understanding your Teen – a Saturday morning course over a number of weeks, led by one welfare Leader, focusing on families who need additional support.

***Intervention Sessions** – There is now a planned and coordinated series of intervention work for both Literacy and Numeracy where students have been identified as not making progress. Both a Learning mentor with QTS, high level teaching assistants and Teaching assistants lead on this programme.

Student Support Services and home visits – A teacher is funded to run the support services, an intervention suite working with a range of students to ensure they achieve against a wide range of barriers. Students can work within the suite on a short or long term basis and the school is able to respond to need instantly and flexibly. Home visits for students failing to engage within school take place regularly ensuring courses are maintained.

***Literacy Focus**

All students are baseline tested for reading and spelling ages on joining the school. This data is used to target intervention in phonics and literacy. Small Literacy Intervention groups are in place with the lowest attaining Year 8 and Year 9.

The Accelerated Reader scheme continues to be embedded at KS3.

Attendance – We make the link between attendance and exam success explicit with the students and staff and employ an attendance officer, clerk and part-time Educational Welfare Officer. Attendance levels for all disadvantaged students are checked and acted upon. Systems are in place to make early identification of issue and need, good attendance is rewarded.

Attendance Incentive – letters have been sent to eligible families explaining a £50 voucher for all families where the child's attendance is above 95% in May 2016. Vouchers may be used against a list of academic opportunities or uniform purchase.

Learning Mentor

In addition to the experienced Pastoral staff we continue to employ, on a part-time basis, a mentor who has extensive experience as a Local Authority Inclusion Officer. Work is focused on disadvantaged students to support them intensively to allow them to focus on learning.

Careers Advice and Guidance

Careers education, information and advice is very strong. The Marches School was awarded Investors in Careers Award for the second time. Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. The Marches Apprenticeship and Collaborative Course allows for bespoke needs in the curriculum model including the buying in of additional support for the most vulnerable at transition to post 16 providers. All students are provided with Work Experience opportunities. Students also receive a wide range of preparation activities for future life: work-related learning activities, access to vocational courses, one-to-one interviews, mock interviews, work experience fairs, careers fairs, post-16 information sessions, outside career events and taster days at WNSC. This ensures that disadvantaged students can make informed decisions about their courses and choices and be very well prepared for their future lives beyond 16.

Breakfast Club

We continue to staff the restaurant and food and drinks are available from 8.00am every morning.

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Funding through the Year 7 Catch-up Premium

Items that have benefitted from this funding are indicated by an asterisk (*) against their header. Funding for this year is £25,500

Sources

Higgins. S, (2011), Toolkit of Strategies to Improve Learning Summary for Schools Spending the Pupil Premium, Durham University: Durham

Hattie, J, (2009), Visible Learning – A synthesis of over 800 Meta-Analyses relating to Achievement, Routledge: London

DFE website

<http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pupil-premium-what-you-need-to-know> (Retrieved 11th August 2012)