

## **Pupil Premium Statement 2017/2018**

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 October 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

### **The total funding for this academic year stands at £230,010**

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. Examples of this spending include music lessons, purchase of revision guides, PP only trips to raise aspirations and transport to and from a work experience placement.

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 £7,500 allocated spending**

**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 is reported to the Senior Leadership Group weekly. Pupil premium attendance is checked as a number one priority every day. Priority students who are absent from school period 1 are collected personally using the school minibus.

Each year we look at incentives to promote attendance amongst pupil premium students. Students in recent years who have reached 95% attendance or above have received vouchers to pay for educational resources and last year they attended an all-expenses-paid educational visit to Liverpool. Our strategies are influenced by our RAG analysis of impact each year.

**Cost – £60,400**

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. Creative thinking to respond to need is encouraged with a ring fenced sum of funding for this initiative.

**Cost - £8,500**

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

**Cost £1,900**

**Night Club** - Year 11 students, targeted for their lack of independent study beyond the school day, meet twice a week for planned periods of the year to complete tasks set by their teachers; the sessions are led by the Year 11 Progress team.

**Cost - £4,000**

**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 –£6,700**

**Increased Parental Involvement** - We have a number of strategies aimed at ensuring 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. Prior to parental events priority phone calls are made to ensure awareness and promote attendance. We invite parents of students who cannot attend parents evening in to celebrate their success with their progress leaders in an informal setting with "tea and cake"! We will continue to make ways to meet parents of pupil premium students if they cannot make the calendared parental events.

**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.

**Cost - £48,000**

**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.

**Cost – £14,400**

**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.

**Cost £2,800**

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

**Cost – £1,600**

**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 coordinator 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 - £3,000**

**Careers Advice and Guidance** - Careers education, information and advice is very strong. The Marches School was awarded Investors in Careers Award for the third time. Careers advice and experiences are carefully mapped and recorded for all disadvantaged students ensuring that all disadvantaged students have early one-to-one meetings and are offered follow-up meetings if required. MAP PP students are all involved in small group tours of the Marches Sixth Form and those aspiring to a vocation post 16 route are required to attend the local Post 16 college provider open day supported by pastoral staff and tutor mentoring. This year we have appointed a new role, an Inspiration careers advice and guidance officer.

**Cost - £13,500**

**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.

**Cost £8,000**

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

**Cost - £500**

**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.

**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 - £185,700**

**Total Identified Pupil Premium Spending – £416,500**

## Year 7 Catch-up Premium

### **English Catch-up**

**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.

*Read Write Inc. Fresh Start*, developed by Ruth Miskin, is a phonics intervention that gets struggling readers and writers at the expected level for secondary school.

Students are assessed in September and then an appropriate booklet is chosen as the starting point (taking into account the average reading age amongst the students). Students follow a booklet for a week and as the class sizes are small this enables teachers to provide 1:1 support each lesson. The school-wide policy of using yellow box marking is implemented into all lessons with a key focus being on spelling and punctuation errors. Students are encouraged to use their sounding and blending skills and this is then reinforced in English lessons.

**Reading Rangers** - Reading Rangers is a peer-reading scheme designed to provide catch-up intervention for students performing below expectations for their age, with a particular focus on pupil premium.

Older School students in Year 10 and 12 act as coaches, listening to students read. The coaches help students to record their reading targets and also help them use Accelerated Reader to quiz on books, keeping them motivated and acting as a positive role model within the school community.

**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 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.

**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. Access leaders and a learning mentor with QTS lead on this programme.

### **Funding through the Year 7 Catch-up Premium**

**Estimated funding for this year is £19,000**

# Pupil Premium and Catch-up Report 2016/2017

## Impact of funding

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.

### **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.

Progress 8 data for Pupil Premium moved from -0.79 in 2015 to -0.44 in 2016 and now to **-0.16 in 2017**, in line with national expectations.

Entry into the English Baccalaureate is significantly higher than the national picture, demonstrating our broad curriculum, open to all students. 57% of the pupil premium cohort had access to the English Baccalaureate, in line with the non-pupil premium students.

### **More Able Pupils impact**

Reach for the Stars programme – The school MAP lead met with students weekly to discuss any needs or issues arising. Students chose 3 subjects to focus on and spent time with their teachers to look at specific targets that they needed to achieve to improve progress in that subject.

Data show that the in school gap for the PP high band students now shows 'no difference'. This is an improvement from the 2016 data.

In 2015/16 the average point score for Pupil Premium was **46.00** with Non Pupil Premium scoring **64.74**.

In 2016/17 the average point score for Pupil Premium **rose significantly to 58.08** in line with Non Pupil Premium at **59.17**.

### **Attendance**

Attendance for Pupil Premium students improved from 90.59% (Term 5 2015/2016) to 91.87% (Term 5 2016/2017). Pupil Premium Attendance for Term 4 (2016/2017) was 92.09%. This indicates an improvement of **1.28%** in overall attendance for Pupil Premium Students (Term 5). The difference between Pupil Premium School Attendance and Non-Pupil Premium Attendance was - **3.74%**.

### **Parental Engagement**

In the summer of 2017 we invited parents of students who could not attend parents' evening in to celebrate their success with their progress leaders. Students served their parents refreshments as part of their Futures Award. We will continue to make ways to meet parents of pupil premium students if they cannot make the calendared parental events.

The percentage of key stage 3 Parents of Pupils who attended Parent consultation events in terms 2 and 3 was 81% compared to that of Non Pupil premium at 78.5%.

### **Impact of working with attitude to learning scores**

Every half term progress leaders analyse the attitude to learning scores that teachers give to students. They are given scores of 0-12 for both classwork and home learning. We look at individuals who are of concern and also the percentage of students in the year group who are gaining a good score (8 or above).

Examples of impact include the following:

- Year 10 Summer Data showed that the difference between non pupil premium and pupil premium students gaining 8 or more in their attitude to learning had decreased from -12% (2015/16) to -2% (2016/17).
- This compares well to the previous Year 10 cohort. Summer 2 data showing a decrease in the difference from -7% to -2%.
- Year 11 Spring Data showed the Home Learning ATL difference narrowed from -12% to -1%.

## **Impact of Year 7 Catch-Up Programme**

### **English Catch-up**

#### **Phonics - Impact of Funding**

For English, the delivery of Phonics and literacy intervention sessions 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.

#### **Reading Rangers**

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. However, the National Literacy Trust has ended this programme for 2016/17 and has launched a Skills Academy programme. This will be implemented from 2017/18. Reading Rangers has led to improvements in reading ages of up to 4 years, with an average of 0.57 years throughout this period.

## **Maths Catch-up**

Each term groups of Year 7 students were selected based on their performance in the baseline AQA test. Each student received one additional session of Maths each term. Students focus on key stage 2 level skills and were re-assessed at the end of the programme using the same baseline assessment.

Term 1 Impact - 48 students (19 PP) in 7 groups. (7 hours of Maths teacher curriculum time) 73% of students involved made progress (63% of PP students, 79% of Non-PP).

Term 2 Impact - 32 students (13 PP) in 5 groups. (5 hours of Maths teacher curriculum time) 69% of students involved made progress (62% of PP students, 74% of Non-PP).

Term 3 Impact -30 students (10 PP) in 5 groups. (5 hours of Maths teacher curriculum time) 93% of students involved made progress (80% of PP students, 100% of Non-PP).

## **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 £7,000 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 Year 11 Learning Champion.

**Year 11 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 – £3,000

**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 at ensuring 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 - £4,000

**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 - £3,000

**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**

### **Sources**

The twin challenge for our generation of school leaders and teachers: raising achievement and closing the gap, John Dunford, November 2016

<https://www.gov.uk/government/publications/the-pupil-premium-an-update>

<http://www.sec-ed.co.uk/news/crucial-pupil-premium-guidance-from-ofsted-and-the-students-themselves/>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf)