Middleton Technology School

In Pursuit of Excellence

Pupil Premium Impact Report 2018/2019

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress. All members of Middleton Technology School staff and governors accept responsibility for those pupils recognised as disadvantaged and are committed to meeting their pastoral, social and academic needs. Every child who is considered to be disadvantaged is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage. Pupil Premium Provides funding for Pupils:

- who have been in receipt of Free School Meals (FSM) at any point in the past 6 years (£935 per child)

- who have been continuously looked after for the past six months (£2300 per child)

- who are adopted form care under the Adoption and Children Act 2002 or who have left care under a special guardianship or Residence Order (£1900 per child)

- whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MoD (£300 per child)

Middleton Technology School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. Our key objectives in utilising the Pupil Premium Grant are to close the attainment and progress gap between eligible students and their peers.

Total number of students eligible for Pupil Premium	439 (34%)
Total number of FSM ever 6 Children	422
Total number of Service Children	0
Total number of LAC or Post LAC students	17

Pupil Premium 2018/2019 £433.670 (approx). CLA students have been removed from the total as separate individualised plans for the Pupil Premium Plus Grant awarded to CLA students are made on an individual basis with the Virtual Head and outside agencies. Remainder of funds available £394,570.

How Pupil premium funding is received and how we allocate funds

The school believes that all pupils who are eligible for Pupil premium should be our focus, regardless of whether they have claimed funding. Pupil premium funding is based upon pupils registered on roll in school with the Department for Education at the school January census with funding being received in April the same year. This census information is collated and checked against other data sources (Local Authority, Benefits and Revenues, Service children data etc.) and an update of individual pupils is provided to school in July of each year of all those who are entitled. However, as this information is collated and funded retrospectively we are still required to identify pupil need and focus for all our pupil premium pupils throughout the whole school in each academic year. In order to do this, we have additional data capture methods that assist us in identifying those pupils who may be eligible for pupil premium before we receive the census check update information in July. This enables us to work with these pupils immediately from the start of the academic year.

School identified barriers to future attainment

1	High Prior Attaining PP students are making less progress than those with lower or middle prior attainment.
2	Literacy and Numeracy skills are lower for those eligible of PP than other students in KS3
3	PP White British students, particularly boys are making less progress than other pupils across KS4
4	Lower attendance and punctuality of disadvantaged pupils
5	Low Parental Engagement
6	Lower post 16 aspiration of students who are disadvantaged.

Context

	2016 Leavers	2017 Leavers	2018 Leavers	Year 11	Year 10	Year 9	Year 8	Year 7	School Average
On Roll	187	192	204	222	259	268	264	270	257
Boys	51%	52%	52%	48%	53%	54%	50%	49%	51%
Girls	49%	48%	48%	52%	47%	46%	50%	51%	49%
Disadvantaged	36%	39%	37%	37%	35%	36%	32%	28%	34%
EAL	9%	6%	2%	8%	5%	7%	6%	4%	6%
No Prior	5%	4%	5%	6%	3%	3%	2%	1%	3%
Low attainment on entry	16%	10%	8%	9%	7%	16%	14%	10%	11%
Middle attainment on entry	56%	49%	46%	44%	48%	49%	47%	44%	46%
High attainment on entry	23%	36%	43%	41%	41%	32%	37%	45%	39%

Key Objectives

1	Progress and Attainment, particularly for High Prior Attaining students	Raise the attainment of all PP Students with additional focus to diminish the difference between PP High Prior Attaining Students and other PP students.
2	Literacy and Numeracy	Increase literacy and numeracy skills of PP learners at KS3To further improve teaching and learning across school and for targeted cohorts. Teaching and learning is very much at the core of our strategy, improving the levels of Literacy and Numeracy for Pupil Premium Students.
3	White British students, particularly boys.	Improve the progress of White British PP students, particularly boys, with more sharply focussed intervention to enable all to catch up.
4	Attendance and Punctuality	Further improve attendance and punctuality and reduce the number of days lost through poor attendance of disadvantaged pupils.
5	Corporate Parent	Develop parental engagement and continue with engagement subsidy. To provide a range of opportunities for students, regardless of their disadvantage to access learning opportunities outside the classroom.
6	Raise Aspirations	Raising aspirations of disadvantaged students. NEET statistics fall below national average for PP Students. The proportion of students entering higher education and sustaining their attendance to be inline or better than national average.

	2019	2018	2017	2016
Progress 8 for Pupil Premium Students	-0.19	0.03	0.02	0.07

2019 Provisional Headline Results

Type	Y11 Results Achieved 2019		PP/Other GAP			
	PP	**Other**	**2019**	**2018**	**2017**	**2016**
Attainment 8 Grade	4.38	4.94	-0.56	-0.45	-0.57	-0.75
Progress 8	-0.19	0.08	- 0.28	-0.03	0.09	0.27
Progress 8 – English	-0.15	-0.01	-0.15	+0.24	+0.09	
Progress 8 - Maths	-0.28	0.04	-0.33	-0.12	-0.34	
Progress 8 – Ebacc	-0.45	-0.16	-0.29	-0.04	+0.01	
Progress 8 - Other	0.12	0.42	-0.32	-0.06	-0.18	
Maths and English 7+	3.6%	10.3%	-6.7%	-5.3%	-6.6%	
Maths and English 5+	29.8%	39.5%	-15.8%	-15.5%	-17.1%	
Maths and English 4+	65.5%	69.1%	-5.8%	-4.5%	-12.9%	24.0%
9-4 pass Eng	79.8%	71.3%	-3.3%	-1.8%	-3.1%	23% (A*-C)
9-5 pass Eng	52.4%	64%	-11.6%	-2.9%	-12.7%	
9-7 pass Eng	8.3%	22.8%	-14.5%	-1.4%	-4.6%	
9-4 pass Ma	69%	75.7%	-6.7%	-8.7%	-16.9%	21% (A*-C)
9-5 pass Ma	40.5%	55.9%	-15.4%	-21.5%	-18.9%	
9-7 pass Ma	8.3%	18.4%	-10.1%	-12.7%	-11.8%	
% Achieving EBacc standard pass	6%	12.5%	-6.5%	-6.7%	1.0%	13.0%
% Achieving EBacc strong pass	1.2%	7.4%	-9	-5.8%	1.9%	
Total EBacc Average points	3.46	4.00	-0.54	-0.4	-0.4	

	Key Objective 1: **Progress and Attainment, particularly for High Prior Attaining students**

Raise the attainment of all PP Students with additional focus to diminish the difference between PP High Prior Attaining Students and other PP students.

This objective will be met by the following means:

	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	Curriculum Tutors		Additional capacity within English and Maths to support PP progress in all years.	The biggest impact on pupil progress is ensuring the quality of teaching is strong and consistency over time will have an impact.	Line Management of Middle Leaders, using data collected on Pupil Premium students progress to lead discussion.		Diminish the attainment difference of PP and non PP students in all year groups.

Review of Actions and Impact	**Total Spend:** £70000

The pupil premium difference has not followed our trend of yearly reduction. The progress of disadvantaged pupils was significantly affected by three students who despite many interventions did not make expected progress.

	2019	2018	2017	2016
Progress 8 for Pupil Premium Students	-0.19	0.03	0.02	0.07

Positively, year 10 current assessments revert back to the usual trend and there is no progress gap. Current assessments show that in Key Stage 3 the progress gap between disadvantaged students and other students is very small.

			Progress				Average Grade
			Excellent %	Excellent - Good %	Excellent - Expected %	Excellent - Below %	
Y7		All	19.4	49.8	81.3	100	Good
		Disadvantaged	17.6	44.4	76.8	100	Expected
		Others	20.3	52.4	83.5	100	Good
		GAP	-2.7	-8	-6.7	0	
Y8		All	22.1	55.4	86.2	100	Good
		Disadvantaged	21.8	53.7	85.2	100	Good
		Others	22.3	56.2	86.7	100	Good
		GAP	-0.5	-2.5	-1.5	0	0
Y9		All	28.7	61.2	85.1	100	Good
		Disadvantaged	27.8	58.6	83.9	100	Good
		Others	29.1	62.5	85.8	100	Good
		GAP	-1.3	-3.9	-1.9	0	

2	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Resources	A,B,C,D,E	Provide additional resources that can have direct impact in the classroom, (text books, revision guides) and revision resources in Key Stage 4.	Sutton Document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils 'attainment and aspirations'	Pupil Premium request forms submitted with intended impact reviewed as suitable.	NC	PP students to have specific intervention with resources bought for a specific purpose linked to the curriculum.

Review of Actions and Impact	**Total Spend: £1971.00**

Students have been supported through:

- Materials for Art projects
- Ingredients for Food Technology
- Product Design and Textiles Materials
- Textbooks
- Revision Guides at KS4
- Reading Books
- Stationary
- Calculators
- Laptops
- iPads

All staff use Class Charts software to generate seating plans. All staff can identify PP students together with their target grade, prior attainment band and progress, on seating plans. The plans automatically update from SIMs, so any additions to the PP cohort are immediately updated for staff.

3	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Leadership		Whole school CPD and Leading Teaching and Learning Programmes. Leadership support through Real Trust to support development of staff to improve outcomes	Effective Leadership is key to improving student outcomes and there is a need to ensure a sustainable model of current and future leaders within school.	Analysis of intervention and PP progress in curriculum areas. CLs to oversee PP progress and intervention in curriculum areas.	JK	Improved overall headline outcomes for PP students. Pupil Premium students make progress in line with their non PP peers nationally.
	Review of Actions and Impact				**Total Spend: £6000**		

4/5	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	KS4 Revision		Intervention schools (outside of school hours) to run with targeted cohorts in year 11.	…. Schools boost the self-esteem, aspirations and worth ethic of more vulnerable children, many of whom are on Free School Meals." TES. David Linsell 2012	Termly review of SISRA data in line with the school assessment schedule.	NC	Year 11 PP students improve revision techniques and therefore improve their attainment overall.
	Area	**Identified Barrier**	**Action**	**What is the evidence for this choice?**	**How will we ensure it is implemented well**	**SLT Lead**	**Desired outcome**
	Master Classes		Masterclasses to be run in year 11. Students will be identified as those underachieving or at risk of underachieving and will run as an intensive workshop.	EEF - Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.	Analysis of Master Class registers. KS4 data analysis in line with the school assessment schedule.		A reduction in the attainment gap of PP and non PP students in KS4. Improved overall outcomes for PP students. Pupil Premium students will make progress in line with their non pupil premium peers nationally.
	Review of Actions and Impact				**Total Spend: £8960.51**		

6	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	SISRA		Continue to develop the use of SISRA to track the progress and attainment of PP students overall and key PP groups.	Pupil Premium Innovative Practice Report example of high impact - rigorous monitoring of pupil data and closely 'tracked' student achievement with 'quick' intervention when students are not making expected progress.	Quality Reports and annual health checks from SISRA Consultant		The progress and attainment of Pupil Premium students is rigorously monitored with timely intervention when students are not making expected progress and attainment. Therefore improving the progress and attainment of Pupil Premium students across the school.
	Review of Actions and Impact				**Total Spend: £1800**		

Over this academic year we have continued to develop our monitoring of PP students through SISRA. We have been able to set up specific groups for FSM, FSM Ever 6, Service children and cared for children. SISRA allows us to use these groups to dig deeper into the data and find specific sub groups within these groups to plan intervention. At a classroom level all staff can identify PP students together with their target grade, prior attainment band and progress.

Key Objective 2: Literacy and Numeracy

Increase literacy and numeracy skills of PP learners at KS3To further improve teaching and learning across school and for targeted cohorts. Teaching and learning is very much at the core of our strategy, improving the levels of Literacy and Numeracy for Pupil Premium Students.

This objective will be met by the following means:

	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	English and Maths intervention support		Small group intervention to remove barriers to learning, engage parents and enhance academic progress, working with students who are below expectation for English and/or Maths. Maths and English	EEF - small group tuition is effective. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Data review after each data collection cycle in line with the school assessment schedule.		Improving Literacy and Numeracy improves student outcomes overall thereby reducing the attainment and progress variation between PP and their non PP Peers.
	Review of Actions and Impact				**Total Spend: £1971.0**		
	Literacy and Numeracy Resources		Provide additional resources that can have direct impact in the classroom, (text books, revision guides) and revision resources in Key Stage 4.	Sutton Document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils 'attainment and aspirations'	Pupil Premium request forms submitted with intended impact reviewed as suitable.	NC	PP students to have specific intervention with resources bought for a specific purpose linked to the Maths and English curriculum
	Review of Actions and Impact			**Total Spend: £63,233.00**			

Curriculum leaders analyse performance and collaborate with key colleagues to draw up strategic responses to support pupils eligible for the Premium.

This includes regular data collections, analysis and action plans for pupils entitled to the Premium. Transition data and an analysis of ASP's question level analysis show that intervention is required to close existing gaps. The premium is therefore being used alongside the separate catch-up premiums to support this work including a diagnostic approach to the question level analysis and use of accelerated Maths for some pupils.

Subject Specialists deliver additional form time intervention. 27% of the disadvantaged year 11 cohort accessed this additional form time intervention,

below is the progress and attainment data for this group of PP students from joining the form groups in the Autumn term to their final results.

	A8 Pts	Average A8 Grade	Eng P8	Mat P8	P8
Exam Results	41.32	4.13	-0.687	-0.826	-0.821
Autumn Mock	29.42	2.94	-2.005	-2.734	-1.941
Difference >	11.89	1.19	1.318	1.908	1.121

Provisional data from the 2019 exams shows that overall PP students have a slightly negative progress 8 score and made more slightly less progress than their non PP peers.

	KS2 Prior	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	P8
All	4.83	47.3	4.73	47.27	-0.054	-0.079	-0.016
Non Pupil Premium	4.89	49.45	4.94	48.54	0.005	0.044	0.089
Pupil Premium	4.73	43.81	4.38	45.11	-0.153	-0.286	-0.193

Specific English intervention was effective in improving student progress. However, given the resources dedicated to this intervention the progress improvement was not as impactful as desired and will not be continued.

Attainment/Progress 8 Summary			
Measure	Autumn Y11	Spring Y11	Result
Average Total Attainment 8	31.27	36.07	42.6
Average Attainment 8 Grade	3.13	3.61	4.26
Average Total Progress 8	-2.28	-1.82	-1.16

	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
3	Year 6 Summer School		Continue to develop the year 6 summer school to ease transition between y6 and 7 and ensure that the most vulnerable students in the cohort receive additional support.	Summer Schools boost the self-esteem, aspirations and worth ethic of more vulnerable children, many of whom are on Free School Meals." TES. David Linsell 2012.	Identification of Cohort from Primary Schools. Monitoring of KS2 data and first year 7 data entry.	JH	Students who attend summer school will maintain/improved KS2 level in Maths and English. Gap narrowed in year 7 between PP students and their peers

Review of Actions and Impact	**Total Spend: £7,795.20**

The intention of Summer School was to aid students who were identified as being 'below expectations' (based on LA data and school interviews) in 'bridging the gap' with the transition from KS2 to KS3 in English and Mathematics, as well as helping students to feel more socially comfortable and confident with the school's routine expectations.

Each day took the form of a 'normal' school day, with six periods per day, with four periods each morning dedicated to both English and Mathematics, and the two afternoon periods focused on enriching students' social skills and interactions.

English sessions were planned by an English Lead Practitioner.
A baseline English assessment took the form of reading comprehension and analysis questions – focusing on students' understanding of passages and their ability to interpret information. The skills tested were those that would be required upon entry into KS3 English.

The assessments were graded using a 'Red, Amber and Green' system, which focused on students' ability to use the following skills:
•   Use of quotations;
•   Use of accurate terminology;
•   Word level analysis;
•   Ability to offer an explanation.
The following sessions were planned to allow the students the opportunity to practise the Red and Amber graded skills.

Impact
High levels of student engagement throughout all the sessions.
Students practised and rehearsed classroom routines including 'door to do now', and the school 'Rs exit routine'.

Mathematics sessions were planned by the Mathematics department with the focus on engagement
Mathematics sessions were activity led this year, which allowed all students to engage academically and socially.

Mathematics sessions were experienced through P.E, local Geography, Food Technology.

Impact
High levels of student engagement throughout all the sessions.
Students practised and rehearsed classroom routines including 'door to do now', and the school 'Rs exit routine'.

Pastoral
Year 8 LPC Kristy Naylor returned to Summer School to support the integration of the more vulnerable students. This enabled the opportunity for KN to information share with the Year 7 LPC Sonia Wright

Following on from the summer school, 63% of the summer school cohort made improvements in English beyond expected progress in the summer term. 47% made improvements in Maths beyond expected progress in the summer term.

		Progress			
		Excellent %	Excel - Good %	Excel - Expected %	Excel - Below %
English	Y7 Summer	20	43.3	70	100
	Y7 Spring	6.7	40	86.7	100
	Difference >	13.3	3.3	-16.7	0
Mathematics	Y7 Summer	0	46.7	90	100
	Y7 Spring	3.3	26.7	80	100
	Difference >	-3.3	20	10	0

4	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Whole School Literacy Intervention		Whole school literacy initiatives – curriculum development and cross curricular sharing of good practice. Catch up sessions, form time literacy, dictionaries, literacy posters, reading books for PP learners	Identified students will increase their literacy skills and be able to access the curriculum more effectively, increasing their attainment overall.	Analysis of assessment data and reading ages; Intervention registers Progress data for English and from catch up plan.	JH	Identified students will increase their literacy skills and be able to access the curriculum more effectively, increasing their attainment overall. Reduction in the PP attainment gap in English.

Review of Actions and Impact	Total Spend: £1965

'Vocabulary Voyage' – Form Time Activity:

Purpose:
• The 'Vocabulary Voyage' form time activities focus on the introduction, definition, contextualisation and application of 'tier 2' vocabulary with the purpose of developing students' vocabulary and level of expression across the curriculum.

Application:
• A new 'Word of the Week' was introduced to students to define, contextualise and implement a in a series of activities lasting 15 minutes.
• Students were encouraged (by a series of relating digital posters) to take the learned vocabulary into lessons and were to be rewarded by staff with DREAM points for accurate usage.

Impact:
• Impact for such a strategy has been hard to measure this year due to the variety of subjects that students participate in, and the varying demands of such subjects in terms of written communication.
• Feedback from staff has been varied, with a few members commenting that they have noted and rewarded students' usage of the vocabulary in written and verbal expressions.
• Students have also, at times, made efforts to use vocabulary, however quantifiable evidence is difficult to obtain.

Next Steps:
• With the introduction of the whole school SPaG initiative: '11 Steps to SPaG Success' next academic year, visible and quantifiable evidence will be readily available as 'Vocabulary Voyage' has been integrated into the strategy and will be prevalent across the curriculum as an expectation for extended writing.

'SPaG Fortnightly Focus':
Purpose:

•   The 'SPaG Fortnightly Focus' initiative in staff briefing was introduced to raise the profile of literacy and accuracy across the curriculum in relation to the accuracy of homophone use.

Application:
•   Each fortnight, staff were introduced to a specific homophone focus that were chosen on the basis of those most likely to be used in error by students.
•   To complement the fortnightly focus, sets of posters containing the six most common error homophones were created for display in each classroom to raise the profile and visibility of SPaG.

Impact:
•   All classrooms in the school have posters displayed in a prominent place; ensuring students are continually exposed to the accurate usage.
•   Impact for such a strategy has been hard to measure this year due to the variety of subjects that students participate in, and the varying demands of such subjects in terms of written communication.
•   Feedback from staff has been varied, with a few members commenting that they have noted and rewarded students' usage of the vocabulary in written and verbal expressions.

Next Steps:
•   With the introduction of the whole school SPaG initiative: '11 Steps to SPaG Success' next academic year, visible and quantifiable evidence will be readily available as 'SPaG Fortnightly Focus' has been integrated into the strategy and will be prevalent across the curriculum as an expectation for extended writing.

Student SPaG Initiative: '11 Steps to SPaG Success':

Purpose:
•   The 'Student SPaG Initiative: '11 Steps to SPaG Success' was born out of feedback received from our recent OFSTED inspection that read:
o   "teachers' development of pupils' spelling, punctuation and grammar skills is not as consistently effective. In some subjects, this includes poor spelling of key words that form part of the subject study itself." (OFSTED Inspection – MTS 2019)
•   The purpose of the strategy is to place more onus on SPaG marking, by shifting the responsibility to students, as well as embedding SPaG expectations into the teaching of extended writing, regardless of subject.

Application:
•   Launched at the last Twilight of the academic year 2018-2019, all teaching staff were given 'SPaG Mats', enough for paired work, along with printed templates of the checklist.

- In actual application, the strategy should take place every four lessons:
o Lesson 1: The subject specific key words, SPaG focus and non-negotiable punctuation expectations are given to students (contextualised where required).
o Lessons 2-3: Staff teach concepts surrounding key words (through activities, stickability points etc.) and establish knowledge. Students complete an extended writing task.
o Lesson 4: Students self/peer-assess against the embedded criteria. Purple pen corrections (where required) to be completed immediately in the activity.

Impact:
- Staff feedback from the trail include:
o "This was a really simple and quick way for the students to take ownership (of SPaG accuracy and use) and they were really happy to peer assess work."
o "After delivering the lesson, I marked a set of WINS and I found some fantastic examples of the use of SPAG and I found myself making a more conscious effort to look for SPAG errors, as well as marking the Maths."
o In Geography, "we focus a lot on the use of key terms and them being spelled accurately. I found the checklist allowed students to make sure they were using the correct terminology and that they were spelt correctly."

Ways forward:
- Re-launch initiative in the training days in September: reinforce expectations and model good practice.
- Monitor usage through termly book-looks, aiming for 100% usage by the end of Spring 1.

Extended Writing Across the Curriculum:

Purpose:
- After analysis of the Ebacc cohort of subjects, it was found that some students were underachieving in extended writing based questions, which often hold high mark value on exam papers overall.
- Through conversations with AB, head of Computer Science, the requirement for extended writing was focused around the higher mark value questions (6-8 mark) on the exam.
- What students appeared to be lacking was their ability to develop responses beyond basic process and application – there was little in the way of actual inference or evaluation of techniques used.

Application:
- The strategy 'What? How? Why?' was developed as a process for students to follow when approaching higher mark value questions.
- When approaching a question, students are to consider:
o WHAT? What are you being asked to do/focus on? What is the problem? Which feature is/are the best suited to the question's focus? Which method is best suited to the question's focus?
o HOW? How does it work? Focus on characteristics/functions. How is something used/implemented? How will it impact? How is impact shown?
o WHY? Why would someone recommend this solution/feature? Why is the method/feature best suited to the problem/task/purpose? Why is

impact SIGNIFICANT/IMPORTANT/POS/NEG? BECAUSE

• Full mark models taken from the exam moderation materials were annotated showing the process in action – highlighting to staff (in training) and students (in lesson application) how to use the approach and, more significantly, how marks were achieved.

Impact:

• Unfortunately, no QLA data is available to fully evaluate the impact over the course of the Year 10 Spring-Summer term assessments. However, AB has provided some standout individual performances, with students improving from 3/4 marks to 6 out of 8 available marks on 'discussion' based questions, and one particular student improving from 3 marks to full 6 marks on a 'describe' question.

Ways forward:

• Evaluate the development and impact of the Year 10 into 11 cohorts, as well as the new Year 10 and KS3 cohorts with requested QLA monitoring.

• Preliminary planning has begun with JS, head of History, with trail implementation taking place early in Autumn 1, with scheduled meetings in October to evaluate current form and develop the strategy going forward.

• Planned scope to develop the strategy in collaboration with Geography late Autumn/early Spring term.

5	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Collaborative work with primary schools with lowest prior attaining year 7 students.		Lowest prior attaining Students in year 7 (54% Pupil Premium) to attend local Primary School for intervention lessons. Write a numeracy scheme of work which is tailored to address the needs and gaps of knowledge for students in 704.	EEF - School programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.	Identification of cohort from KS2 data for numeracy intervention classes. Regular progress assessments will take place to monitor the impact of the intervention and adjust/ rewrite the schemes of work if necessary.	JH	Diminishing the difference in maths between Lower prior attaining PP Students and their peers. Identified students will increase their numeracy skills and will be able to access the rest of the Maths curriculum more effectively, increasing their attainment overall. Students will improve on their KS2 SAT's score from the arithmetic paper

Review of Actions and Impact	**Total Spend: £5259.80**

We hosted a Transition Workshop to which we invited feeder primary teachers with the mutual aim of improving our understanding of how the year 6 curriculum is experienced by their students and their understanding of how the year 7 curriculum is experienced by our students. Book moderations took place; planning meetings were observed in addition to observations and feedback of Maths and English lessons.

Transition visits to feeder primaries were carried out in the summer term. This enabled us to gather information in the following areas Behaviour/safety concerns; parent/carer engagement with school; social skills with peers; attendance issues and students currently showing as working below expected standard. This information was shared with the relevant staff members at MTS to enable us to prepare for specific individual needs e.g. invitation to Summer School.

We are strengthening the effectiveness of our Numeracy curriculum by linking with Alkrington Primary School, whose progress scores in Maths were Excellent. Students whose scores were below expected progress, have been taught by our own Lead Teacher.

Students attended Alkrington Primary School on a Wednesday afternoon for extra Maths lessons with a Year 6 teacher who regularly achieves fantastic results with her own Year 6 students there. The Year 6 numeracy teacher who is responsible for teaching this cohort of students attended the extra lessons and learnt useful strategies and methods for incorporating them within her own numeracy lessons at Middleton Technology. Many students had one to one support in the sessions where students and teachers could really address and build on any gaps in knowledge.

At the intervention sessions at Alkrington, the teacher delivered a series of lessons with a focus on:
- Column addition and decimals
- BIDMAS
- Converting between improper fractions and mixed numbers
- Adding and subtracting fractions
- Multiplying by a % and decimal equivalents
- % of amounts
- FDP

Unfortunately despite reward incentives and parental contact, the attendance to the extra booster classes wasn't as high as I would have wanted. Below is a table of the students who attended, along with their assessment increase from the January mocks.

Name	Attendance to Alkrington	Increase
Student A	22%	19%
Student B	77%	14%
Student C	22%	19%
Student D	44%	24%
Student E	77%	19%
Student F	100%	57%

From the pupil voice at the end of the year, those students with low attendance at the sessions commented that they 'didn't like wasting time getting on a coach to and from Alkrington.' Going forward, I propose that future intervention sessions will be held at Middleton Tech and invite guest speakers/ past primary school teachers to visit and help deliver intervention sessions.

6	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Speech and Language Therapy		Continue to provide targeted level and group level speech and language therapy for identified students in all year groups.	Previous years SaLT Impact reports have proven very effective.	SaLT Termly and Annual Impact Report. Reviewed in SENCO Line Management.	AH	Students identified speech and language will improve, as a result they will improve in confidence and be able to access the curriculum more effectively.

Review of Actions and Impact	Total Spend: £17,100

7	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Reading Recharge		Ensure that students in KS3 with a reading age below their chronological age, or those that did not meet the expected standard at KS2 are supported with additional reading intervention.	EEF stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices. EEF research shows online books and electronic readers increased reading ages and comprehension.	Regular Review. Records of sessions to be kept, students will be retested to check if knowledge and skill gap has been addressed. Key groups monitored at each data collection in line with the school assessment schedule.		Students achieve their chronological reading age. Students have a wider knowledge of vocabulary and are able to infer the meaning of words, enabling them to access the wider curriculum

Review of Actions and Impact	Total Spend: £6793.60

Year 7 Reading 'Recharge' Intervention:

Cohorts of students in Years 7 have been chosen for 'Recharge' reading intervention on the basis of the negative gap between their chronological age and their reading age, based on their performance on the ARTi Reading Age Test. The students chosen had a reading age of 8 years – 10 years.

During the reading age test, students are tested on their competency with:

- Literal Comprehension (basic information retrieval)
- Vocabulary (their ability to understand differing levels of vocabulary)
- Inference ('reading between the lines')
- Analysis (Scenario/problem solving).

Reading Recharge sessions took place on Tuesday and Thursday mornings during form time facilitated by the LRB Manager. Year 7 students are given specific texts and complementing activity booklets. Entry level: 'The Twits'. Intermediate Level: 'James and the Giant Peach'. 'Graduation' Level: 'The BFG'. Year 7 students read with the guidance of Year 9 students, who have been chosen based on their reading ages (significantly above their chronological age) and their conduct records (zero 'P Points', 96%+ attendance). Year 9 students have been trained to listen to Year 7 mentees' reading (on a one-on-one / Two-to-one basis) and aid them in pronunciation (split words, phonetic sounding out etc.) and also to ask questions based on what students have read to ensure understanding. Once students have completed a chapter/section of their text, the complete activities in a bespoke booklet to test their abilities to comprehend, infer and predict information. These activities increase in difficulty as the booklets/reading texts progress. They range from gap fill activities (vocabulary), basic comprehension activities to more complex inference and evidence based activities.
At the end of each session, Year 9 readers complete a 'reading log' where they comment on their mentee's performance and fluency: noting areas of success and development (target setting).

Spring-Summer update:

Cohort was increased to 26 students, with half attending regularly.

Next step: begin next year's intervention with a wider cohort, thus creating more of a culture of attendance. Also, discussion with SLT regarding sanctions for poor attendance / arrange a merit based system to encourage attendance.

Key Objective 3: White British PP students, particularly boys.

Improve the progress of White British PP students, Particularly boys, with more sharply focussed intervention to enable all to catch up.

This objective will be met by the following means:

	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	Manchester United Foundation Hub Mentoring		Specific Mentoring Programme lead by Manchester United Foundation Hub Officer	EEF - Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment.	Regular Review of attainment for those involved. Monitor attainment of students before and after involvement to gauge effectiveness.	AS	Diminish the difference overall between WB PP boys and all boys both in school and nationally.

Review of Actions and Impact	Total Spend: £12500.00

We have had various programmes supporting RBA and white British PP students.

The English Dept. overseen by DC worked with Y10 boys, including 8 PP students, on improving their reading and literacy skills to support improving English progress over time. 7 out of the 8 PP boys improved their reading ages with an average improvement of 1.8 years this should help them access information and apply it in exam situations.

Mentoring by NP (MUF hub Officer) did not have a PP focus specifically, as the Y8 cohort were selected for having a lack of positive sense of belonging to the school. However the 3 PP students involved are on expected or good progress across the curriculum, with 1 student improving from expected to good.

JS our Raising Boys' Achievement Mentor has worked with a group of 20 Y9 boys including 5 PP students. The overall aim was to improve their conduct and increase their positive engagement with school ready for the GCSE courses. JS provided them with weekly meetings and specific target reinforced by focused steps of support for staff in the classrooms. As a result, 4/5 boys have improved in these areas and all of these boys have shown a much more positive start to Y10 compared to Y9.

	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
2	Specific Mentoring Programmes		Introduce intervention and mentoring groups in key stage 4 to raise aspirations. Activities will vary from programme to programme, sometimes including direct academic support with homework or other school tasks.	EEF - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.	Regular review of intervention groups at each data collection in line with the school assessment calendar. Intervention impact reports created and analysed at each data collection.		Each year 11 child has a named mentor and targeted intervention to suit their specific need therefore improving outcomes for PP students.

Review of Actions and Impact	Total Spend: £17868.00

Intervention groups were identified, mentors allocated and parent meetings put in place. Mentors met with students weekly and updated parents. Progress for the intervention group who were furthest from their targets at the start of Y11 can be seen below and shows an overall progress improvement of 1.44

Attainment/Progress 8 Summary			
Measure	Autumn Y11	Spring Y11	Result
Average Total Attainment 8	24.94	34.08	40.34
Average Attainment 8 Grade	2.49	3.41	4.03
Average Total Progress 8	-2.76	-1.95	-1.32

Holiday sessions were delivered in Oct, Feb and May half terms as well as the Easter break for students identified by Curriculum Leaders as requiring extra intervention.

Pupil Premium Progress and attainment increased at each data collection throughout year 11.

	A8 Pts	Average A8 Grade	Eng P8	Mat P8	P8
Y11 Autumn	33.02	3.30	-1.409	-1.718	-1.236
Y11 Spring	36.8	3.68	-1.464	-1.214	-0.903
Y11 Results	43.81	4.38	-0.153	-0.286	-0.193

NP has supported the inclusion and CEIAG teams to mentor and support students with raising aspirations and motivation to be successful which has had impact for ensuring that 100% of Y11 PP students have guaranteed offers for September 2019.

NP has initiated a raft of sports competitions with the hub, extra –curricular sessions and CEIAG events to enable all students including potential NEET and PP students to increase motivation and aspirations for succeeding and becoming work ready. MUF Impact report can be presented by NP.

Key Objective 4: Further improve attendance and punctuality of PP students

Reduce the number of days lost through poor attendance of disadvantaged pupils.

This objective will be met by the following means:

	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	Attendance and Punctuallity		Improve the attendance of Pupil Premium Students through the use of strategies, rewards and incentives. Education Welfare Officer 2 days per week.	National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.	Attendance reporting throughout each half term. Member of SLT responsible for Attendance to monitor as per Line Management schedule. Year Group and Sub group KPI's.	AS	All students with 100% attendance will have the opportunity to attend the Blackpool rewards trip, regardless of disadvantage. Attendance gap between PP and non PP students reduces

Review of Actions and Impact	Total Spend: £6850.00

The last academic year maintained our trend of being the only Rochdale High school with 95%+ attendance for the last 6 years. In addition the percentage of our Persistent Absentees, 11% (July 2019) is again significantly under the national average of 12.7%. When students with holiday absence only, or having left the school and long term medical are removed, this figure drops to 7%. This is impressive as our PAN, now set at 270, means that our student body has increased within this 5 year time frame. The interventions below, over the last year, have aimed to improve the attendance of the PA students in general which include PP students:

•Y7-11 Form Tutor monitoring Card • Y7-11 LPM 1-1 mentoring for repeat PA students – target student under each PA threshold • SEND Team mentoring KS3 PA students • MU Foundation Hub Officer (NP) PA Attendance Leagues KS3 &4 • Attendance Panels every half term with EWO support • Consistent Home -School correspondence

Rewards for attendance improvements included certificates, letters home, cinema tickets and big breakfasts. 10% of the PP cohort in 2018/19 had 100% with 60 % attaining the school target and 65% attending above the National average. We have more girls 54% who are PP and a PA, this goes against the national trend. 59% of PA students are PP and more intervention in term 1 is needed next year.

Our 13 CLA students who are PP+ have attendance of 97.4% as a group, with 10/13 having attendance above the National. The PP vs Non PP attendance gap for the school has had a trend of been under the national gap of 3.2% this year we are slightly below at 3.0% with KS4 girls increasing this gap.
Mentoring this year will focus more on PP students between 92-94% attendance, with an aim of arresting any slide in attendance much earlier.

2	Persistent Absentees		1 to 1 mentoring for repeat PA students, zero tolerance on all absence and having medical evidence from all PA students	PP students are three times as likely to be persistent absentees than their non PP peers. DFE document "Pupil absence in schools in England: 2015 to 2016" SFR 14/2017	Member of SLT responsible for Attendance to monitor as per Line Management schedule. Year Group and Sub group KPI's. Focus groups set up within SISRA and SIMs to analysis PA's and those students who were once PA's.		Reduction in the number of PP students who are persistent absentees.

Review of Actions and Impact	**Total Spend: £1000**

The number of PP students who are PA has plateaued at around 60%.

Intervention by the LPMs have taken 120 students off the PA register over the last academic year with 60% of these been PP.
The Mentors have used 1-1 mentoring and support including incentives to raise attendance. The PP students in KS4 have the highest absence rates and this will be another area of focused intervention

Repeat PA students have zero tolerance on absence and will be targeted by our EWO and attendance panels.

Intervention changes for PP students will take the form of Form tutor support and tracking for dips in attendance, along with SEND PP students being supported by the SEND team.

Key Objective 5: Corporate Parent

Develop parental engagement and continue with engagement subsidy. To provide a range of opportunities for students, regardless of their disadvantage to access learning opportunities outside the classroom.

This objective will be met by the following means:

	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	Parental Forum		Further marketing of the parental forum, promoting active engagement of parents in supporting their children's learning at school	EEF Toolkit - Parental involvement is consistently associated with pupils' success at school. Research shows that students who receive appropriate affective support perform better in school (Deslandes et al., 1997).	Regular Feedback from parents who have attended the forum.	JK	Improved home/school communication resulting in improved overall outcomes for Pupil Premium students.

Review of Actions and Impact	Total Spend: £500

2	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Homework		Continue to support the roll out of Show My Homework. Provide incentives for PP students to engage with it and provide further training for staff.	"Research concludes that homework has a positive association with achievement at secondary level" (National Foundation of Educational Research) Eef research suggests that improving the quality of and completion of homework has an impact on improving progress.	Termly tracking and monitoring of online system. Department staff champions to raise the profile	JH	All students regardless of disadvantage have access to homework raising the profile of homework across the school.

Review of Actions and Impact	Total Spend: £4000

Over the last academic year Show My Homework (SMHW) was used by students across the school. SMHW allows students to see all details of their homework online, access supporting materials to complete their homework and removes the barriers to access to homework for any students who are absent from school in the lesson it was set.

Training on the use of SMHW was delivered to all staff at the start of the academic year, with reminders and usage updates throughout the year.

The student's usage as a whole cohort was tracked and reviewed. PP students were obviously within this process but the main aim has been to cement consistent usage from all students, staff and parents in order to raise the profile of homework across the school.

The students were tracked in relation to their usage across the year, on average the results were as follows:

Term 1: 98%

Term 2: 93%

Term 3: 89%

All of the above are classified as high usage by Show My Homework compared with other schools.

Parental usage:

29% of students have parents who logged into their account to check their child's homework. This is classed as above average parental engagement by Show My Homework.

3	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Engagement Subsidy		Support for students to overcome barriers to school participation such as transport, educational visits and uniform.	PP students are not inhibited by financial constraints, in turn raising their participation and attainment overall.	Funding used on a "need" basis. Departments rationale for spend in academic/enrichment terms. Cost spreadsheet maintained by Pupil Premium Lead with breakdown of all requests. Learner Voice	JK/NC	All students regardless of disadvantage are able to access school activities including trips and visits. PP students are not inhibited by financial constraints, in turn raising their attainment. Attainment gap between PP and non PP reduces. PP students make progress in line with expectations across all year groups.

Review of Actions and Impact	Total Spend: £10292.00

Subject related enrichment activities and visits supported include:

- Year 7 Ashworth Valley Adventure Trips
- Year 8 Paris
- Year 9 History London dungeon
- Year 10 GCSE Drama residential
- Y10 GCSE History Poland Trip
- Year 11 Revision residential
- Year 11 German Markets
- Y11 GCSE Geography Field Trip
- Theatre trips including Blood Brothers

The premium was also used to enable some of our pupil premium students to access the year 11 prom.

4	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Behaviour Mentoring		Continue to have an allocated KS4 behaviour lead .One to one and group mentoring by Key Stage 4 Behaviour Support Staff. Named Pastoral Staff in every year group.	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools - EEF	The learning of the majority of learners should not be disrupted by low level disruption from a small minority. Qualitative evidence from external inspections and SLT learning walks will evidence the effectiveness of the strategy.	DC	A reduction in the number of PP students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.
	Review of Actions and Impact				**Total Spend: £51193**		

5	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	Inclusion support		To continue to support the inclusion facility.	EEF Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours	Reviewed during inclusion staff line management.		A continued reduction in the number of students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.
	Review of Actions and Impact				**Total Spend: £68,608**		

Key Objective 6: Raise Aspirations

Raising aspirations of disadvantaged students. NEET statistics fall below national average for PP Students. The proportion of students entering higher education and sustaining their attendance to be inline or better than national average.

This objective will be met by the following means:

	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	Positive Steps		Continue to provide Specialist careers advice from Positive Steps. To further support the CEIAG of Pupil Premium students, particularly the High Ability cohort.	EEF - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success	All pupil premium students will receive 1 to 1 careers advice and guidance from Positive Steps, PP students will be seen as first priority Regular Monitoring of the High Ability Cohort. Termly data collections and analysis in SISRA in line with the school assessment schedule..	AS	Ensure early identification of potential NEET PP students to ensure aspirational strategies are in place to reduce the PP NEET gap to enable their engagement post 16 to be in line with their non PP peers and also in line with national non PP students. Higher percentage of HA PP students going on to Higher Education.

Review of Actions and Impact	Total Spend: £6000

All pupil premium students receive 1 to 1 careers advice and guidance from Positive Steps, PP students are seen as first priority.

Our CEIAG programme achieved a reaccreditation of the Quality Standard (Gold) IAG Award in January 2019.

Our PP budget has supported our programme for

• Transport for PP to attend open evening events/College interviews
• Event funding to ensure the PP students received outstanding CEIAG inside and outside of school e.g. apprenticeship Fair and employer networking event and employment sector events.
• Support our Careers Advisor L Smith and then her replacement Adele Fraser

The NEET data for 2019 school leavers is not been released until October 31st 2019, but our 2018 school leavers NEET data including PP students is outstanding at 1.0% and it continues an 8 year trend of having NEET figures significantly under national average (6.6%).

Overall we had just 2/200 school leavers classed as NEET in October 2018, whilst 100% of the 71 Y11 PP Leavers entered education or training.
33% went to on to A Level courses
58% took up BTEC courses
9% went on to Apprenticeships

This summer 100% of PP Y11 Leavers in 2019 received a guaranteed offer for September 2019.
We also used Monarch Education Mentoring to support three Y11 PP students who were at risk of exclusion. They received 1 day a week mentoring and alternative provision, this resulted in all three students successfully sitting all their GCSE exams.

In May 2019 our Participation Rates and Post 16 Destinations data indicated that our Y12/13 NEET figure stood at 1.8% meaning that 98.2% of the students over the last 2 years have sustained their Post 16 offer, including our PP students. This clearly highlights that the intervention, support and CEIAG work from Lucy Smith/Adele Fraser (Positive Steps Advisors) and Dan Gooding (school CEIAG Coordinator) is having an outstanding impact due to the fact our CEIAG programme, events and advice is providing our young people with the most appropriate, aspirational and sustainable Post 16 pathways.

Our young people are increasingly keen to aspire and be successful in the world of work due to this careers support.

Lucy Smith, Adele Fraser use a raft of support with our PP students ranging from 1-1 interviews, personal mentoring, application support and organising individual sessions at colleges and other providers. They support PP at our parents' evenings and at our Y11 Post 16 Pathways evening. 100% of our Y11 and Y9 PP students were advised by Lucy and Adele across the year. Supporting this work with our PP students we have had Sabena Aslam who was placed in school for 2 terms by the Raise Project which was funded by the European Social fund.

2	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
	National Collaborative Outreach Programme and Raising Aspirations		We will support the National Collaborative Outreach Programme (NCOP), which aims to support the most disadvantaged young people in England to progress into higher education. Raising Aspirations Scheme focussing on PP students in year 9.	This new programme aims to increase the number of young people from disadvantaged backgrounds in higher education by 2020.	Regular review of progress of students on programme. Monitoring of destinations of students who participate in the programme.	AS	Higher percentage of our PP students going on to Higher Education.

Review of Actions and Impact	Total Spend: £1500

The NCOP programme has supported a raft of events and encounters for PP students across Y9-11. NCOP has funded transport and Providers to offer CEIAG and skills session to inspire and motivate our PP students to move onto University or degree apprenticeships.

For instance, Y9 -11 PP students have attended sessions with the NHS, Medical Mavericks, speed networking, A level tasters, HE visits and COSMOS aspirational mentoring.

Our Y9 honours Programme launched in January 2019 includes HPA students of which 50% are PP. the aim is to provide a bespoke programme of CEIAG to both student and parents to inspire a university pathway. Data for year one impact is been currently gathered this half term via student voice.

| Strategy was successful and will be used again |
| Strategy will be used again with refinements |
| Strategy will not be used again |