Middleton Technology School

In Pursuit of Excellence

Pupil Premium Strategy Statement 2017/2018

Pupil Premium Strategy Statement

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 (£1900 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	453 (37%)
Total number of FSM ever 6 Children	432
Total number of Service Children	2
Total number of LAC or Post LAC students	19

Pupil Premium 2017/2018 (approx) £ 440,620. 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 £404,520. A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

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

A	Low levels of Literacy, poor literacy of those pupils who arrive in school below national expectations, particularly boys.
B	Low levels of Numeracy
C	Poor attendance and punctuality of disadvantaged pupils
D	Challenging Social, Emotional and Behavioural needs
E	Low post 16 aspiration of students who are disadvantaged, particularly most able boys.

Key Objectives

1	Teaching and Learning	To further improve teaching and learning across school and for targeted cohorts. Teaching and learning is very much at the core of our strategy, with the intention being to ensure the disadvantaged students receive quality and timely feedback and also to put them to the forefront of teachers' minds. Improving the levels of Literacy and Numeracy for Pupil Premium Students.
2	Inclusion/ Wider Outcomes	To provide a range of opportunities for students, regardless of their disadvantage to access learning opportunities outside the classroom. Raising aspirations of disadvantaged students.
3	Attendance	To further embed strategies to improve attendance and reduce exclusion data for Pupil Premium students. Reduce the number of days lost through poor attendance of disadvantaged pupils.
4	Behaviour	Improving the behaviour of pupil premium students with strategies to support their emotional and social needs. Reduce the number of days lost through exclusions of disadvantaged pupils.
5	Data/Intervention	To further develop the use of data systems to identify and track the progress and attainment, and to support the early intervention of Pupil Premium Students to maximise outcomes. To further develop the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non-Pupil Premium peers.

Key Objective 1: Teaching and Learning

To further improve teaching and learning across school and for targeted cohorts. Teaching and learning is very much at the core of our strategy, with the intention being to ensure the disadvantaged students receive quality and timely feedback and also to put them to the forefront of teachers' minds. 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	Curriculum Tutors	A,B,C,D,E	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.	JSi	A reduction in the attainment gap of PP and non PP students in all year groups.
2	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.	JSi	PP students to have specific intervention with resources bought for a specific purpose linked to the curriculum.
3	English and Maths intervention support	A,B,E	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 Registration groups to support students who are below national expectation of attainment of Maths or 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.	JSi	Improving Literacy and Numeracy improves student outcomes overall thereby reducing the attainment and progress variation between PP and their non PP Peers.

4	Feedback	A,B	Feedback – specific feedback for Pupil Premium students to ensure outstanding progress	Teaching and learning is very much at the core of our strategy, with the intention being to ensure the disadvantaged students receive quality and timely feedback and also to put them to the forefront of teachers' minds.	Termly data collections and analysis in SISRA in line with the school assessment schedule.	JSi	PP students know what they are doing well, how to improve and can show progress in books.
5	Mastery Learning Programme	A,B,E,	Mastery Learning Programme Specific to Pupil Premium students. Outstanding teachers to deliver mini programmes mastering a skill.	EEF - Narrowing the gap, if done properly can make up to 1 -2 months progress.	Review course learning points after each session and retest on skill gaps.	JSi	Pupil Premium students progress will be in line with their non-Pupil Premium peers within all year groups
6	Leadership support through Real Trust to support development of staff to improve outcomes	A,B,D,E	Whole school CPD and Leading Teaching and Learning Programmes	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.	Review course learning points after each session and incorporate into the appraisal cycle.	JSi	Improved overall headline outcomes for PP students. Pupil Premium students make progress in line with their non PP peers nationally.
7	Homework	A,B	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	Termly tracking and monitoring of online system. Department staff champions to raise the profile.	AS	All students regardless of disadvantage have access to homework raising the profile of homework across the school.

				improving progress.			
8	Year 6 Summer School	A,B,D	Continue to provide and develop the year 6 summer school to ease transition between year 6 and year 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.	JSi	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.

Key Objective 2: Inclusion/ Wider Outcomes							
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	CEIAG and Raising Aspirations	D,E	To further support the CEIAG of Pupil Premium students, particularly the High Ability cohort students. Create a culture of raising aspirations through university residential visits and forging more university links. All pupil premium students will receive 1 to 1 careers advice and guidance from Positive Steps, PP students will be seen as first priority.	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 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.
2	National Collaborative Outreach Programme and Raising Aspirations	E	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.

3	Parental Forum	C,D,E	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	Regular Feedback from parents who have attended the forum.	AS	Improved home/school communication resulting in improved overall outcomes for Pupil Premium students.
4	KS4 Revision	A,B,C,D,E	Intervention schools (outside of school hours) to run with targeted cohorts in year 11. Students will be identified as those underachieving or at risk of underachieving and will run as an intensive workshop.	…. 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 improve revision techniques and therefore improve their attainment.
5	Engagement Subsidy	A,B,C,D,E	Support for students to overcome barriers to school participation such as transport, educational visits and uniform.	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. Will be reviewed November 2017, January 2018, March 2018,and July 2018.	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 inline with expectations across all year groups.

Key Objective 3: Attendance

To further embed strategies to improve attendance and reduce exclusion data 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	Attendance Rewards	C	Improve the attendance of Pupil Premium Students through the use of strategies, rewards and incentives	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. Improvement on attendance and reduced lateness to school of disadvantage students half term on half term.
2	Persistent Absentees	C	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.	AS	Reduction in the number of PP students who are persistent absentees
3	Punctuality	C	Incentives for excellent punctuality and hold panels for punctuality with the Education Welfare Officer	National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement	Punctuallity 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	Improvement in the punctuality of PP students.

| 4 | Manchester United Foundation Hub Attendance Mentoring | C | Specific Mentoring Programme lead by Manchester United Foundation Hub Officer | The specific mentoring programme implemented by NP (MUF Hub Officer) was trialled last year and the results were very encouraging. An average improvement of 8.1% for the 38 students on the programme was achieved. | Regular Review of attendance for those involved. Monitor attendance and attainment of students before and after involvement to gauge effectiveness. | AS | Increase in the attendance e of the mentored students, bringing them back =in line with their non PP peers. |

Key Objective 4: Behaviour

Improving the behaviour of pupil premium students with strategies to support their emotional and social needs.

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	Behaviour Mentoring	A,B,C,D,E	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.	EEF evidence suggests that behaviour mentoring has some impact and this is used for smaller numbers of students where clear gaps in knowledge have been identified.	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 evidences the effectiveness of the strategy.	AS	A reduction in the number of PP students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.
2	Behaviour Lead	D	Recruit an additional member of behaviour support staff.	DFE July 2013 PP Research report - The type of support most likely to be considered very effective was additional staff			
3	Inclusion support	D	To continue to support the inclusion facility.		Reviewed during inclusion staff line management,	AS	A reduction in the number of students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.

Key Objective 5: Data and Intervention

To further develop the use of data systems to identify and track the progress and attainment, and to support the early intervention of Pupil Premium Students to maximise outcomes. To further develop the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non-Pupil Premium peers.

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	SISRA	A,B,C,D,E	Continue to develop the use of SISRA to track the progress and attainment of PP students.	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 Healthchecks from SISRA Consultant	NC	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.
2	Pupil Premium Lead	A,B,C,D,E	Nominate a named member of staff to coordinate PP spend and monitor impact.	Pupil Premium Innovative Practice Report - targeted use of Pupil Premium funding can significantly improve the academic and wider outcomes of disadvantaged pupils.	Regular Line Management Reviews, regular tracking of Pupil Premium Data. Pupil Premium Annual Impact Report.	NC	
3	Specific Mentoring programmes	A,B,C,D,E	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.	NC	Each year 11 child has a named mentor and targeted intervention to suit their specific need therefore improving outcomes for PP students.

4	AM Lessons and extending the school day	A,B	Continue to provide additional lessons before the start and at the end of the school day in Key Stage 4. Support those students who do not have breakfast and support students with home-based learning by supporting staff to enable after school access	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.	KS4 data analysis in line with the school assessment calendar.	NC	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.
5	Year 7 Intervention Sessions	A,B	Lowest prior attaining Students in year 7 (78% Pupil Premium) to attend local Primary School for intervention lessons.	EEF - School programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.	Feedback after each session between Lead Teachers. Data analysis after each data collection in line with the school assessment schedule	NC	Closing the gap in maths between Lower prior attaining PP Students and their peers.
6	Reading Recharge	A,B	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.	DC	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

| 7 | Speech and Language Therapy | A | 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 Annual Impact Report. Reviewed in SENCO Line Management. | JSi | Students identified speech and language will improve, as a result they will improve in confidence and be able to access the curriculum more effectively. |

Date for review: September 2018