

# Middleton Technology School

In Pursuit of Excellence



## Pupil Premium Strategy Statement

### Three Year Plan - 2019/2022

## **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 (£2300 per child)
- who are adopted from 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	437
Total number of FSM ever 6 Children	421
Total number of Service Children	3
Total number of LAC or Post LAC students	13

Pupil Premium 2019/2020 £424,435 (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 £394,535.

#### 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 (HPA) PP students are making less progress than those with lower or middle prior attainment.
2	Students with the highest level of need for inclusion support make less progress than other students.
3	Literacy and Numeracy skills are lower for those eligible of PP than other students in KS3
4	PP White British students, particularly boys are making less progress than other pupils across KS4
5	Lower attendance and punctuality of disadvantaged pupils
6	Lower post 16 aspiration of students who are disadvantaged.

## 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	High Level Inclusion Support	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.
3	Literacy and Numeracy	Increase literacy and numeracy skills of PP learners at KS3 To 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.
4	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.
5	Attendance and Punctuality	Further improve attendance and punctuality and reduce the number of days lost through poor attendance of disadvantaged pupils.
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.

**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	Planned Spend – Year 1	Activities	What is the evidence for this choice?	Monitoring & Evaluation	SLT Lead	Planned Output
1	Curriculum Tutors	£80000	<ul style="list-style-type: none"> <li>Bespoke support within curriculum areas to support PP progress in all years.</li> </ul>	The biggest impact on pupil progress is ensuring the quality of teaching is strong and consistency over time will have an impact and has worked consistently at MTS.	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports</li> <li>RAP meetings</li> <li>CT use – Lesson observation</li> </ul>	AH / JH	Diminish the gap in attainment/progress of PP and non PP students in all year groups.
2	Lead Practitioner HPA	£1000	<ul style="list-style-type: none"> <li>Study skills support and corporate parenting for HPA PP cohort that are under-achieving.</li> <li>Targeted tracking and intervention.</li> <li>Sharing of good practice and effective strategies to support the identified cohort</li> </ul>	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.	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports</li> <li>RAP meetings</li> </ul>	NC	Diminish the gap in attainment/progress of PP and non PP students in all year groups.
3	Resources	£2000	<ul style="list-style-type: none"> <li>Provide additional resources that can have direct impact in the classroom, (text books, revision guides) and revision resources in Key Stage 4.</li> </ul>	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'	<ul style="list-style-type: none"> <li>Pupil Premium request forms submitted with intended impact reviewed as suitable.</li> </ul>	NC	PP students to have specific intervention with resources bought for a specific purpose linked to the curriculum.

3	Leadership	£6000	<ul style="list-style-type: none"> <li>Whole school CPD and Leading Teaching and Learning Programmes.</li> <li>Leadership support through Real Trust to support development of staff to improve outcomes</li> </ul>	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.	<ul style="list-style-type: none"> <li>Impact Analysis of intervention and PP progress in curriculum areas.</li> <li>CLs to oversee PP progress and intervention in curriculum areas.</li> </ul>	JK	Improved overall headline outcomes for PP students. Pupil Premium students make progress in line with their non PP peers nationally.
4	KS4 Revision	£10000	<ul style="list-style-type: none"> <li>Intervention schools (outside of school hours) to run with targeted cohorts in year 11. – Half Term Intervention / Study Café / Elephant Revision</li> </ul>	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.	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports</li> <li>RAP meetings</li> </ul>	NC / JH	Year 11 PP students improve revision techniques and therefore improve their attainment overall.
5	Master Classes	£6000	<ul style="list-style-type: none"> <li>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.</li> </ul>	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.	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports – Masterclass attendance</li> <li>RAP meetings</li> </ul>	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.
6	SISRA	£1000	<ul style="list-style-type: none"> <li>Continue to develop the use of SISRA to track the progress and attainment of PP students overall and key PP groups.</li> <li>Upskill SLT and CLs to use SISRA effectively for line management to allow for effective challenge and support</li> </ul>	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.	<ul style="list-style-type: none"> <li>INSET evaluation</li> <li>Curriculum Review / DDI process</li> <li>Quality Reports and annual health checks from SISRA Consultant</li> </ul>	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.

## Key Objective 2: High Level Inclusion Support

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	Planned Spend – Year 1	Activities	What is the evidence for this choice?	Monitoring & Evaluation	SLT Lead	Planned Output
1	Intervention Package	£3000	<ul style="list-style-type: none"> <li>High level support through school SLT &amp; mentors</li> <li>Parental support &amp; agency support</li> <li>Bespoke support with college applications,</li> <li>Basic needs for school provision</li> <li>Bespoke study support</li> <li>Early entry for examinations – confidence boosting</li> </ul>	EEF evidence suggests that these interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports</li> <li>RAP meetings</li> <li>Attendance monitoring</li> </ul>	AH/AS	<p>Reduction in gap showing for students making the least progress for each cohort /</p> <p>Reduction in number of students with a progress score of more than -2</p> <p>Maintain attendance rates from Year 10 into Yr11</p>
2	Homework	£1000	<ul style="list-style-type: none"> <li>Continue to support the roll out of Show My Homework. ]</li> <li>Provide incentives for PP students to engage with SMHW / safe space for working</li> <li>Further training for staff on use of SMHW and PP HWK support.</li> </ul>	"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.	<ul style="list-style-type: none"> <li>Termly tracking and monitoring of online system.</li> <li>Department staff champions to raise the profile.</li> <li>Student voice</li> </ul>	JH	All students regardless of disadvantage have access to homework and the capacity to complete it - raising the profile of homework across the school.
5	Engagement Subsidy	£30000	<ul style="list-style-type: none"> <li>Support for students to overcome barriers to school participation such as transport, educational visits and uniform.</li> </ul>	PP students are not inhibited by financial constraints, in turn raising their participation and attainment overall.	<ul style="list-style-type: none"> <li>Funding used on a "need" basis. Cost spreadsheet maintained by Pupil Premium Lead with breakdown of all requests.</li> </ul> <p>Learner Voice</p>	JK/NC	All students regardless of disadvantage are able to access school activities including trips and visits. across all year groups.

6	Behaviour Mentoring	£30000	<ul style="list-style-type: none"> <li>Targeted work using allocated KS4 behaviour lead .One to one and group mentoring by Key Stage</li> <li>Behaviour Support Staff.</li> <li>Named Pastoral Staff in every year group.</li> </ul>	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	<ul style="list-style-type: none"> <li>Tracking of student behaviour by behaviour band</li> <li>Pop In Data / Learning Walks</li> <li>Student voice – disruption to lessons</li> </ul>	AS	A reduction in the number of PP students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.
7	Inclusion support	£40000	<ul style="list-style-type: none"> <li>To continue to support the inclusion facility.</li> <li>Develop the “someone for everyone” / Botheredness strategy</li> </ul>	EEF Evidence suggests that, on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment	<ul style="list-style-type: none"> <li>Behaviour and attendance reports</li> <li>Reviewed during inclusion staff line management.</li> </ul>	AH	A continued reduction in the number of students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.
8	School Counsellor	25200	<ul style="list-style-type: none"> <li>Appointment of school counsellor to support high need students and maintain positive relationships with support from within school</li> </ul>		<ul style="list-style-type: none"> <li>Behaviour and attendance reports</li> <li>Reviewed during inclusion staff line management.</li> </ul>	AH	A continued reduction in the number of students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.



### Key Objective 3: Literacy and Numeracy

Increase literacy and numeracy skills of PP learners at KS3 To 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	Planned Spend – Year 1	Activities	What is the evidence for this choice?	Monitoring & Evaluation	SLT Lead	Planned Output
1	English and Maths intervention support	£45000	<ul style="list-style-type: none"> <li>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.</li> <li>Catch up year 7 and 8 plan lead and developed by Lead Teachers in English and Maths.</li> </ul>	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.	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports</li> <li>RAP meetings</li> </ul>	JH	Improving Literacy and Numeracy improves student outcomes overall thereby reducing the attainment and progress variation between PP and their non PP Peers.
2	Literacy and Numeracy Resources	£2000	<ul style="list-style-type: none"> <li>Provide additional resources that can have direct impact in the classroom, (text books, revision guides) and revision resources in Key Stage 4.</li> </ul>	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'	<ul style="list-style-type: none"> <li>Intervention Impact Reports</li> </ul>	NC	PP students to have specific intervention with resources bought for a specific purpose linked to the Maths and English curriculum.
3	Year 6 Summer School	£5000	<ul style="list-style-type: none"> <li>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.</li> </ul>	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.	<ul style="list-style-type: none"> <li>Identification of Cohort from Primary Schools. Monitoring of KS2 data and first year 7 data entry.</li> </ul>	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.

4	English and Maths Registration Groups in KS4	£1300	<ul style="list-style-type: none"> <li>• Maths and English Registration groups to support students underachieving or at risk of underachieving in Maths or English.</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Intervention Impact Reports</li> </ul>	JH	To diminish the difference in progress outcomes Maths and to reduce the attainment gap in English.
5	Whole School Literacy Intervention	£2000	<ul style="list-style-type: none"> <li>• 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</li> <li>• Vocabulary Voyage resources</li> <li>• Resources for marking of literacy</li> </ul>	Identified students will increase their literacy skills and be able to access the curriculum more effectively, increasing their attainment overall.	<ul style="list-style-type: none"> <li>• Analysis of assessment data and reading ages;</li> <li>• Intervention Impact Reports</li> </ul>	DC CN	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.
6	Collaborative work with primary schools with lowest prior attaining year 7 students.	£30000	<ul style="list-style-type: none"> <li>• Lowest prior attaining Students in year 7 (54% Pupil Premium) to attend local Primary School for intervention lessons.</li> <li>• Appointment of KS2 teacher to support students arriving below expectation in KS3</li> </ul>	EEF - School programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.	<ul style="list-style-type: none"> <li>• Termly data review – SLT &amp; Middle Leaders</li> <li>• Intervention Impact Reports</li> <li>• RAP meetings</li> </ul>	CI/JH	Diminishing the difference in maths between Lower prior attaining PP Students and their peers.
7	Speech and Language Therapy	£18000	<ul style="list-style-type: none"> <li>• Continue to provide targeted level and group level speech and language therapy for identified students in all year groups.</li> </ul>	Previous years SaLT Impact reports have proven very effective.	<ul style="list-style-type: none"> <li>• SaLT Termly and Annual Impact Report. Reviewed in SENCO Line Management.</li> </ul>	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.

9	Reading Recharge	£1500	<ul style="list-style-type: none"> <li>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.</li> </ul>	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.	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports</li> </ul>	DC/JH	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
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**Key Objective 4:** 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	Planned Spend – Year 1	Activities	What is the evidence for this choice?	Monitoring & Evaluation	SLT Lead	Planned Output
4	Manchester United Foundation Hub Mentoring	£12500	<ul style="list-style-type: none"> <li>Specific Mentoring Programme lead by Manchester United Foundation Hub Officer</li> </ul>	EEF - Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment.	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports</li> <li>RAP meetings</li> </ul>	AS	Diminish the difference overall between WB PP boys and all boys both in school and nationally.
2	Specific Mentoring Programmes	£1000	<ul style="list-style-type: none"> <li>Introduce intervention and mentoring groups in key stage 4 to raise aspirations.</li> </ul>	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.	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports</li> <li>RAP meetings</li> </ul>	NC	Each year 11 child has a named mentor and targeted intervention to suit their specific need therefore improving outcomes for PP students.
3	Boys Mentor	17000	<ul style="list-style-type: none"> <li>Boys specific mentor to build and maintain relationships with under=performing boys who lack confidence or show weaker behaviour for learning,</li> </ul>	EEF Evidence suggests that, on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment	<ul style="list-style-type: none"> <li>Termly data review – SLT &amp; Middle Leaders</li> <li>Intervention Impact Reports</li> <li>RAP meetings</li> <li>Behaviour and attendance reports</li> <li>Student voice</li> </ul>	AS	Diminish the difference overall between WB PP boys and all boys both in school and nationally.

<b>Key Objective 4: Further improve attendance and punctuality of PP students</b>							
Reduce the number of days lost through poor attendance of disadvantaged pupils.							
This objective will be met by the following means:							
	<b>Area</b>	<b>Planned Spend – Year 1</b>	<b>Activities</b>	<b>What is the evidence for this choice?</b>	<b>Monitoring &amp; Evaluation</b>	<b>SLT Lead</b>	<b>Planned Output</b>
1	Attendance	£4000	<ul style="list-style-type: none"> <li>Improve the attendance of Pupil Premium Students through the use of strategies, rewards and incentives. Education Welfare Officer 2 days per week.</li> </ul>	National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement	<ul style="list-style-type: none"> <li>Attendance reporting.</li> <li>Year Group and Sub group KPI's.</li> </ul>	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.
2	Persistent Absentees	£500	<ul style="list-style-type: none"> <li>1 to 1 mentoring for repeat PA students, zero tolerance on all absence and having medical evidence from all PA students</li> </ul>	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	<ul style="list-style-type: none"> <li>Attendance reporting.</li> <li>Year Group and Sub group KPI's.</li> <li>Intervention Impact Reporting</li> </ul>	AS	Reduction in the number of PP students who are persistent absentees.
3	Manchester United Foundation Hub Attendance Mentoring	£13000	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 encouraging. 26% of the PP students increased their overall annual attendance.	<ul style="list-style-type: none"> <li>Attendance tracking and reporting</li> </ul>	AS	Increase in the attendance e of the mentored students, bringing them back in line with their non PP peers.

**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	Planned Spend – Year 1	Activities	What is the evidence for this choice?	Monitoring & Evaluation	SLT Lead	Planned Output
1	Positive Steps	£6000	<ul style="list-style-type: none"> <li>Specialist careers advice from Positive Steps To further support the CEIAG of Pupil Premium students. Create a culture of raising aspirations through university residential visits and forging more university links.</li> </ul>	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	<ul style="list-style-type: none"> <li>Termly data collections and analysis in SISRA in line with the school assessment schedule.</li> <li>Destination Data</li> <li>CEIAG records</li> </ul>	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	£1500	<ul style="list-style-type: none"> <li>Support the National Collaborative Outreach Programme (NCOP). Raising Aspirations Scheme focussing on PP students in year 9.</li> </ul>	This new programme aims to increase the number of young people from disadvantaged backgrounds in higher education by 2020.	<ul style="list-style-type: none"> <li>Destination Data</li> <li>CEIAG records</li> </ul>	AS	Higher percentage of our PP students going on to Higher Education.

Date for review: September 2022