

# Middleton Technology School

In Pursuit of Excellence



## Pupil Premium Impact Report

### Year 1 – 2019/2021

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 students:

- who have been in receipt of Free School Meals (FSM) at any point in the past 6 years (£935 per child 2019, £955 2021)

- who have been continuously looked after for the past six months (£2300 per child 2019, £2345 2020)
- who are adopted form care under the Adoption and Children Act 2002 or who have left care under a special guardianship or Residence Order (£2300 per child 2019, £2345 2020)
- 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 2019, £310 2020)

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.

|                                                     | 2019/2020 | 2020/2021 |
|-----------------------------------------------------|-----------|-----------|
| Total number of students eligible for Pupil Premium | 426 (33%) | 415 (31%) |
| Total number of FSM ever 6 Children                 | 407       | 408       |
| Total number of Service Children                    | 1         | 1         |
| Total number of LAC or Post LAC students            | 16        | 17        |

Pupil Premium 2019/2020 £398,310. 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 (£36,800). Remainder of funds available £361,510.

Pupil Premium 2020/2021 £396,325. 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 (£39,865). Remainder of funds available £356,460.

This report covers two years due to the impact of the CV19 pandemic. Total amount of PP 2019 – 2021 £717,970

#### How Pupil Premium funding is received and how we allocate funds

The school believes that all students who are eligible for Pupil Premium should be our focus, regardless of whether they have claimed funding. Pupil Premium funding is based upon students 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 students 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 student need and focus for all our Pupil Premium students 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 students who may be eligible for Pupil Premium before we receive the census check update information in July. This enables us to work with these students immediately from the start of the academic year.

### School identified barriers to future attainment

|   | Barrier                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | High Prior Attaining (HPA) students eligible for the Pupil Premium 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 for Pupil Premium than other students in KS3                                       |

|   |                                                                                                                                  |
|---|----------------------------------------------------------------------------------------------------------------------------------|
| 4 | White British students, particularly boys eligible for the Pupil Premium are making less progress than other students across KS4 |
| 5 | Lower attendance and punctuality of pupils eligible for the Pupil Premium                                                        |
| 6 | Lower post 16 aspiration of pupils eligible for the Pupil Premium                                                                |

### Key Objectives – Impact

|               |                                                                                                     |                                                                                                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1             | Progress and Attainment, particularly for High Prior Attaining students<br><br>Total Spend £189,800 | Raise the attainment of all students with additional focus to diminish the difference between high prior attaining students eligible for the Pupil Premium and other high prior attaining students. |
| <b>Impact</b> |                                                                                                     |                                                                                                                                                                                                     |

Outcomes - Attainment 8 for students eligible to the Pupil Premium rose from 43.08 in 2019 (validated) to 45.07 in 2020 (CAG) to 45.09 in 2021 (TAG). The gap between the attainment of high prior attaining disadvantaged students reduced from -7.69 in 2019 (validated) to -2.14 in 2020 (Centre Assessed Grades) and then to 3.93 in 2021 (Teacher Assessed Grades).

In year progress – There has been an expected increase in the progress gap in all year groups in the academic year following the start of the pandemic. Disrupted learning in all year groups and variable access to ICT at home will have impacted significantly on progress of disadvantaged students. There are strategies in place that will continue to minimise the progress gap and improve the consistency in access to remote learning. Mentoring programmes are in place to support those struggling to engage with remote learning.

|                |             | Pupils making expected or better progress PP/non PP Gap |
|----------------|-------------|---------------------------------------------------------|
| Year 7 Cohort  | Spring 2021 | -10.4                                                   |
|                | Spring 2020 | N/A                                                     |
|                | Spring 2019 | N/A                                                     |
| Year 8 Cohort  | Spring 2021 | -6.4                                                    |
|                | Spring 2020 | -7.3                                                    |
|                | Spring 2019 | N/A                                                     |
| Year 9 Cohort  | Spring 2021 | -5.4                                                    |
|                | Spring 2020 | -6.9                                                    |
|                | Spring 2019 | -3.4                                                    |
| Year 10 Cohort | Spring 2021 | -6.2                                                    |
|                | Spring 2020 | -5.4                                                    |
|                | Spring 2019 | -1.8                                                    |

In year progress, focus on high prior attaining students – In both years 7 and 8 at the end of the academic year high prior attaining students eligible for the Pupil Premium were making more progress than their peers with low or middle prior attainment. There still remains a small gap in year 9, although this gap has reduced from the 2018/19 academic year.

|                               | Prior Attainment | % Pupils making expected or better progress |
|-------------------------------|------------------|---------------------------------------------|
| Year 7 end of year assessment | All              | 76.1                                        |
|                               | Low              | 76.8                                        |
|                               | Middle           | 74.2                                        |
|                               | <b>High</b>      | <b>81.3</b>                                 |
| Year 8 end of year assessment | All              | 75.7                                        |
|                               | Low              | 78.8                                        |

|                               |             |             |
|-------------------------------|-------------|-------------|
|                               | Middle      | 69.5        |
|                               | <b>High</b> | <b>81.3</b> |
| Year 9 end of year assessment | All         | 78.3        |
|                               | Low         | 83.8        |
|                               | Middle      | 75.6        |
|                               | <b>High</b> | <b>76.8</b> |

|   |                                                      |                                                                                                                                                                                                              |
|---|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | High Level Inclusion Support<br>Total Spend £226,108 | 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. |
|---|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Impact**

School Counsellor – 60 students have accessed support from the school counsellor and SEMH workers (2 curriculum tutors have been deployed to support students with social, emotional and mental health issues, early intervention).

Re-integration school – COVID19 resulted in an increase in the number of students experiencing anxiety around physically attending school and so significant support was put in place to re-introduce these students. The aims of the program were to reduce anxieties around attending school, to increase confidence in re-entering the classroom, to improve student engagement in learning. Curriculum tutors have been deployed to support our most vulnerable students in their return to school. Strategies included one to one tutoring in the learning resource base, Microsoft TEAMS mentoring and small group work. 40 students have accessed re-integration school either on short or long term plans.

Subsidising school trips and activities – school trips and outings were cancelled

The inclusion team have provided valuable service to disadvantaged families by delivering IT equipment and food parcels during lockdown or where students are having to self-isolate, thus minimising the impact of vulnerable students missing out on online education or their free school meals allocation.

|   |                       |                                                                                                                                                                                                         |
|---|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Literacy and Numeracy | Increase literacy and numeracy skills of students eligible for the Pupil Premium at KS3. To further improve teaching and learning across school and for targeted cohorts. Teaching and learning is very |
|---|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Total Spend £195,666

much at the core of our strategy, improving the levels of Literacy and Numeracy for students eligible for the Pupil Premium.

## Impact

Curriculum leaders analyse performance and collaborate with key colleagues to draw up strategic responses to support students eligible for the Pupil Premium. This includes regular data collections, analysis and action plans for students entitled to the Pupil Premium. Transition data and an analysis of ASP's question level analysis show that intervention is required to close existing gaps. The Pupil 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 students.

### Numeracy - Impact January 2020 (pre-school closure)

Year 7 intervention sessions focussed on a range of topics identified as issues from KS2 assessment. 100% made positive improvement. However due to unexpected closure of the school on March 23<sup>rd</sup>, students were unable to complete a final assessment at the end of the year.

| Student | % January | % Baseline | Improvement |
|---------|-----------|------------|-------------|
| A       | 71        | 21         | +50         |
| B       | 46        | 33         | +13         |
| C       | 54        | 21         | +33         |
| D       | 54        | 21         | +33         |
| E       | 42        | 17         | +25         |
| F       | 83        | 63         | +21         |
| G       | 29        | 4          | +25         |
| H       | 63        | 29         | +33         |
| I       | 67        | 50         | +17         |
| J       | 96        | 88         | +8          |
| K       | 42        | 21         | +21         |
| L       | 67        | 58         | +8          |
| M       | 71        | 58         | +13         |

### Literacy Impact - January 2020 (pre-school closure)

**Cohort/Barrier:** 14 students eligible to the Pupil Premium in Year 7 were identified as having reading ages below their chronological expectation (Reading Ages of 10-8 Years).

**Action/Desire Outcome:** Reading 'Recharge', a small group intervention programme, was scheduled to start in January which focuses peer reading support. Students were to read with partners (Year 9 students with high reading ages – above expectations 16+) and complete a layered reading mat after each session, focusing on key skills, relating to Bloom's Taxonomy: identify, question, infer, visualise, connect, predict, and evaluate, with the intention to raise student understanding and inference of texts. This was due to take place in sessions during form time in order to maximize attendance.

**Implementation:** Due to national lockdown, the programme did not go ahead and we were therefore not able to have the desired impact due to not being able to implement.

|   |                                                                       |                                                                                                                                                                      |
|---|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | White British students, particularly boys.<br><br>Total Spend £49,000 | Improve the progress of White British students eligible for the Pupil Premium, particularly boys, with more sharply focussed intervention to enable all to catch up. |
|---|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Impact**

Outcomes - Attainment 8 for White British disadvantaged students rose from 41.77 in 2019 (Validated results) to 43.58 in 2020 (Centre Assessed Grades) and remained at 43.5 in 2021 (Teacher Assessed Grades). In year progress of White British students eligible for the Pupil Premium –

|    |                 | Pupils making expected or better progress PP WB/ PP Others Gap |
|----|-----------------|----------------------------------------------------------------|
| Y7 | GAP Spring 2021 | -6.1                                                           |
|    | GAP Spring 2020 | N/A                                                            |
|    | GAP Spring 2019 | N/A                                                            |
| Y8 | GAP Spring 2021 | -2.7                                                           |
|    | GAP Spring 2020 | -2.1                                                           |
|    | GAP Spring 2019 | N/A                                                            |
| Y9 | GAP Spring 2021 | -6                                                             |
|    | GAP Spring 2020 | -7                                                             |
|    | GAP Spring 2019 | -7                                                             |

In year progress of White British boys eligible for the Pupil Premium –

|    |                 | Pupils making expected or better progress PP WB BOYS / PP Others Gap |
|----|-----------------|----------------------------------------------------------------------|
| Y7 | GAP Spring 2021 | -15.7                                                                |
|    | GAP Spring 2020 | N/A                                                                  |
|    | GAP Spring 2019 | N/A                                                                  |
| Y8 | GAP Spring 2021 | -6                                                                   |
|    | GAP Spring 2020 | -6                                                                   |
|    | GAP Spring 2019 | N/A                                                                  |
| Y9 | GAP Spring 2021 | +6.1                                                                 |
|    | GAP Spring 2020 | +6.2                                                                 |
|    | GAP Spring 2019 | -5.6                                                                 |

|   |                                                   |                                                                                                                                  |
|---|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 5 | Attendance and Punctuality<br>Total Spend £25,700 | Further improve attendance and punctuality and reduce the number of days lost through poor attendance of disadvantaged students. |
|---|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

**Impact**

Due to the global pandemic and the impact that this has had on school attendance we are unable to make like-for-like annual attendance comparisons.

From September 2019 to March 2020 before lockdown 1, our school attendance was beginning to suffer from the coronavirus outbreak with overall attendance standing at 94.69%, in line with our data for that time of year. We have a 5 year trend of finishing around 95% in July.

At this time we had a PP v Non PP attendance gap below the national 3.3% (2019) at 2.9%.

Of the 442 PP students 12% had 100% attendance in March 2020, 48% attained the school target of 96% and 60% were above the national 95% figure. 82% of PP students had above 90% attendance, which is the threshold for EWO/School tracking and support.

We used our PA register to track Pupil Premium students with intervention from Learning and Progress Mentors, attendance panels and reward cards. The 7% of PP students below 80% were indeed tracked and mentored but the full impact of this was lost due to the various lockdown and isolations from March 2020.

The 12 Looked after students attended school 96% of the time before lockdown

During periods of lockdown we continued to monitor the attendance and engagement of all students. Our inclusion team and form tutors made weekly contact with all students through wellbeing calls and home visits, while our most vulnerable families were contacted twice a week. This resulted in over 22,000 phone calls being made from March to July/early August 2020.

During periods of lockdown as per the government guidance we provided in school education to between 82% and 99% of our most disadvantaged students. All children without IT at home were loaned laptops and internet dongles to enable them to access learning from home.

In addition, to the PP students physically attending school, those at home on average attended 65% of live online lessons.

|   |                                              |                                                                                                                                                                                                                                                                                                        |
|---|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | Raise Aspirations<br><br>Total Spend £32,000 | Raising aspirations of students eligible for Pupil Premium. NEET (Not in Education, Employment or Training) 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. |
|---|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Our Careers Education Information Advice & Guidance (CEIAG) programme successfully passed the Quality Standard (Gold) IAG (Information, Advice & Guidance) Award annual review in December 2020.

Our 2020 school leavers (259) all received two bespoke CEIAG interviews with either Adele Fraser or Anna Tyborczyk from Positive Steps throughout KS4 supporting them to create individual careers plans. All students were met with in Year 11 and our 83 Year 11 PP students were seen as a main priority to support their pathway choices and post-16 applications.

We held our annual 'Pathways Information Evening' for parents in September 2019 along with 7 college providers who attended school to present their college courses in Y11 assemblies. 100% of the 83 PP students in Y11 received offers from college for September 2020, with only 1 PP student identified as NEET (Not in Education, Employment or Training) in the October data collection from the Local Authority

In general, our total Year 11 cohort NEET figure was 1.5% (4/259), this continues a 9-year trend of NEET data being significantly below the national 5% figure. As of April 2021, the combined NEET figure for Y12/13 is 1.7% which is better than the national figure of 2.9% and the Rochdale Metropolitan Borough Council figure of 3.3%, this shows that our information, advice and guidance is allowing students to select appropriate pathways and then sustain these courses.

97% of our 2021 Year 11 PP cohort have received offers to a post 16 provider for September 2021, the other 3% are awaiting interviews.

All students in Year 9 and Year 10 have had access to the virtual Skills NW Careers event and received a virtual employer event in school in March 2021.

Our PP budget has supported:

- Transport for students to attend open evening events/College interviews
- Event funding to ensure the PP students received outstanding CEIAG inside and outside of school, face to face and virtual e.g., Skills NW event, employer networking event and employment sector events.
- Our Careers Advisors Adele Fraser and Anna Tyborczyk

Adele Fraser and Anna Tyborczyk use a range of strategies to support our PP students, including 1to1 interviews, personal mentoring, application support and organising individual sessions at colleges and other providers. They support at our parents' evenings and at our Year 11 Post 16 Pathways evening

Finally, our destination data for the 2020 Year 11 leavers show that 99% of our students including PP students have high aspirations and value level 3 or higher qualifications and/or training as a result of the high quality IAG they receive at MTS.

38% went to on to sixth form college/A Level courses

55% took up courses at further Education colleges

3% went on to Apprenticeships

3% went into employment with training or training course.

Total 2-Year allocation - £717,970

Total 2-Year spend - £718,274