# Pupil premium strategy statement – Middleton Technology School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year **(2022 – 2023)** and the outcomes for disadvantaged pupils last academic year.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Middleton Technology School |
| Number of pupils in school | 1354 |
| Proportion (%) of pupil premium eligible pupils | 32% (435 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2020/21 – 2023/24 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | J Kellett |
| Pupil premium lead | Kate Davies |
| Governor / Trustee lead | Jill Micalief |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £406,805 |
| Recovery premium funding allocation this academic year | £114,540 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 521,345 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Pupils at Middleton Technology School, of all abilities will make good progress in all subjects through quality first teaching and increased opportunities for reinforcement of learning at home.  Pupils are valued as individuals and will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing.  We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need.  We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and their non-disadvantaged peers thus enabling them to experience the full learning experience at Middleton Technology School.  In implementing this policy, we will work with all other relevant agencies to develop highly effective procedures for the use of the pupil premium grant. By implementing the procedures, disadvantaged pupils will make academic progress at least in line with non-disadvantaged pupils nationally. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Disadvantaged pupils have lower attendance and punctuality.  In the 2021/22 academic year, the average attendance of disadvantaged students was 87.5% compared to 92.5% of their peers. 36% of disadvantaged pupils were ‘persistently absent’ compared to 21% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 2 | Literacy​ ​skills​ ​are​ ​lower​ ​for​ ​those​ ​eligible​ ​for ​PP​ ​than​ ​other​ students​ ​in​ ​KS3.  Key Stage 2 prior attainment indicates that 36% of our disadvantaged pupils arrive below age-related expectation in Reading compared to 19% of their peers. |
| 3 | Numeracy​ ​skills​ ​are​ ​lower​ ​for​ ​those​ ​eligible​ ​for​ ​PP​ ​than​ ​other​ students​ ​in​ ​KS3.  Key Stage 2 prior attainment indicates that 30% of our disadvantaged pupils arrive below age-related expectation in mathematics compared to 18% of their peers. |
| 4 | KS4 outcomes indicate that whilst around 42% of our HPA disadvantaged pupils made expected progress compared to 43% of their peers, there is an average P8 gap of approximately –0.64 between those HPA who are eligible for the PP (-0.76) and their peers who are not (-0.12). |
| 5 | Disadvantaged students who also require SEN support make less progress than other groups of students.  KS4 outcomes for the three years prior to the start of this 3-year strategy, indicated that around 42% of our SEND disadvantaged pupils made expected progress compared to 60% of their peers. Last year there was a gap of –0.4 average Progress 8 score between students eligible for the PP and their peers. |

## 

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| 1) Disadvantaged students will increase their attendance at school, therefore closing the gap between themselves and their non-disadvantaged peers, enabling them to experience the full learning experience at Middleton Technology School. | Attendance of PP pupils to be at or above national average for all pupils.  Reduce persistent absence to match national average for non-PP. |
| 2) To raise the Literacy skills of disadvantaged pupils in Key Stage 3. | The percentage of PP students in Key Stage 3 making expected progress in English is in line with their non-PP peers.  The percentage of PP students reaching their chronological reading age is in line with their non-PP peers.    GL Assessments in-year progress test show that PP students are making progress in line with that of their non-PP peers. |
| 3) To raise the Numeracy skills of disadvantaged pupils in Key Stage 3. | The percentage of PP pupils in Key Stage 3 making expected progress in Maths is in line with their non-PP peers.    GL Assessments in-year progress tests show that PP students are making progress in line with that of their non-PP peers. |
| 4) Disadvantaged students to enjoy and fully participate in the wide range of enrichment activities that we have available at Middleton Technology School.  Pupil Premium students are happy, healthy and enjoy school. | PASS Survey and Attitudes to Learning shows PP students’ views of school are in line with those of their non-PP peers. |
| 5) Disadvantaged students with High Prior Attainment will make positive progress | Progress 8 for HPA Disadvantaged students will be at least the national average of all students |
| 6) Disadvantaged students who also require SEN support will make good progress, in line with their non-PP peers. | Disadvantaged students who require SEN support have a progress score of at least 0. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

**High-Quality Teaching**

Budgeted cost: £ 188,941

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Linked menu of approaches | Evidence that supports this approach | Challenge number(s) addressed |
| Whole school focus on Curriculum | Developing a high-quality curriculum which responds to the needs of pupils | Utilising many of the subject guidance reports from the EEF to ensure that our curriculum is effective: [Guidance reports | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports)  Our curriculum is designed to:   * Be limitless in its opportunity * Develop the mastery of substantive and disciplinary knowledge * Enthuse and inspire students in both academic disciplines and as lifelong independent learners * Generate ambition for pupils to be the best that they can be through supporting thinkable next steps * Prepare students for the changing landscape at key stage four and beyond * Promote and nurture scholastic excellence * Allow teachers to teach with passion and creativity | 2 - 5 |
| Teacher use of AFL to check understanding and/or retention of knowledge or skills. This will then be acted upon to close gaps. | Developing high-quality assessment which responds to the needs of pupils | *Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.*  *Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback.*  [Feedback | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) | 2 - 5 |
| Improving quality of student responses through probing questions. | Developing high-quality assessment which responds to the needs of pupils | *On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.*  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 2 |
| Whole School Teaching focus on disciplinary Language – specifically improving vocabulary | Developing high-quality teaching which responds to the needs of pupils | **Prioritise ‘disciplinary literacy’ across the curriculum**  Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.  Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.  All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.  School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.   **Provide targeted vocabulary instruction in every subject**  Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.  Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.  Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.  Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.    - EEF Improving literacy in Secondary Schools (Recommendations 1 & 2) [Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)    Supported by:  - Alex Quigley – closing the vocabulary gap  - National Literacy Trust Guidance [Disciplinary literacy | National Literacy Trust](https://literacytrust.org.uk/resources/disciplinary-literacy/) | 2 |
| Numeracy Curriculum, and the delivery of this to include cross-curricular approaches to numeracy | Developing high-quality teaching which responds to the needs of pupils | **Numeracy Curriculum**  There are 12 Numeracy classes identified across the Year 7-9 cohort, where each class has 1-2 lessons per fortnight. At the beginning of the academic year, all Numeracy students sat a baseline assessment to identify the gaps in knowledge for each class. I have chosen to use standardised tests as they can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 3 |
| Whole-school T&L  CPD programme | Professional development on evidence-based approaches | Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. Early Career Framework and the new National Professional Qualifications support this.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>. | 2-5 |

### Targeted academic support

Budgeted cost: £ 136,250

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Linked menu of approaches | Evidence that supports this approach | Challenge number(s) addressed |
| Reading Interventions to increase reading skill and engagement:  Comprehension Phonics | Interventions to support language development and literacy | **Provide high-quality literacy interventions for students with weak literacy skills**  Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.  Developing a model of tiered support, which increases in intensity in line with need is a promising approach.  Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.  Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole-school leadership.  EEF Improving Literacy in Secondary Schools (Recommendation 7) [Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  [interventions | Interventions For Literacy](https://interventionsforliteracy.org.uk/home/interventions/) | 2 |
| Morning small group/one-to-one  Intervention  for students with Peer support from Year 10 ‘Maths Champions’ | Interventions to support numeracy  Peer Tutoring | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  And with Peer Tutoring  [Peer tutoring | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring) | 3 |
| RAP meetings etc – relentless focus on outcomes. Identifying students in all year groups that need support  Meeting with SENDCO to check outcomes of SEND students | Activity and resources to meet the specific needs of disadvantaged pupils with SEND | Raising Achievement and Progress (RAP) meetings to quickly identify students causing concern and swiftly intervene. RAP meetings commenced 7th Dec. Relevant SLT, Eng, Maths, Sci CLs, SENDCO and HoY for year 11 to attend.  Discussion around: positive praise, student attendance, student behaviour, students not making expected progress and SEND/ access arrangements.    Information shared and plan of ‘quick wins’ actions discussed ready to be reviewed the following week.  <https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/plans-and-strategies-for-school-improvement/school-improvement-plans/raising-attainment-plans/> | 4 |
| Create and implement an inclusive programme of intervention across inclusion, SEND, Safeguarding  and curriculum to reintegrate and engage PA students | Activity and resources to meet the specific needs of disadvantaged pupils with SEND | A programme that is personalised targeting specific individual needs will have an increased chance of long-term success in re-engaging PA students. DFE research from the school- leaders. The keysupport.com “Research into how attendance can impact attainment  Changing the meta -cognition of young people in terms of how to improve self-discipline and making more positive decisions is an important mechanism for improving the life chances of our young people. Giving the big picture for post 16 options can also re-engage students.    Sadly, 90% of young offenders aged 16/17 have been a Persistent Absentee while 60% and 79% of adult prisoners have been a PA or have been FTE from school respectively. We need to re- engage as many of our PA students as quickly as possible  Centre for Social Justice UK - “Kids can't catch up if they don’t show up” -National tutoring Programme.  [Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 1,2,3,4,5 |
| Delivery of the NTP intervention programme | One to One Tuition | Centre for Social Justice UK - “Kids can't catch up if they don’t show up” -National tutoring Programme have indicated in their research that Persistent absentees respond and improve more effectively if the individual has a “key worker” who can liaise and support both student and family with specific barriers to attendance/learning or social situations.  Students identified as PP and underperforming to be enrolled on the NTP programme - [https://nationaltutoring.org.uk](https://nationaltutoring.org.uk/)  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1,2,3,4,5 |
| Targeted form time intervention for underachieving Y11 students. | Interventions to support language development and literacy | There is evidence to suggest that disadvantaged students benefit more from additional school time because many students find that smaller classes or an alternative space offers an opportunity to revisit concepts and content that they have struggled with in the classroom. To increase the likelihood of additional school time benefitting disadvantaged students, consideration is given to how to secure engagement and attendance among those from disadvantaged backgrounds.  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2 |

### Wider strategies

Budgeted cost: £ 196,154

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Linked menu of approaches | Evidence that supports this approach | Challenge number(s) addressed |
| A strategic analysis of the Persistent Absentee (P.A.)  cohort each half term | Supporting Attendance | This will enable vulnerable cohorts and individuals to be identified to tackle the root cause of the regular absence and improve all round development.  DFE research from ‘Theschool- leaders.the keysupport.com’ - “Research into how attendance can impact attainment” indicates that PA students are 3 times less likely to achieve 5 GCSE with grades 5-9 inc. Maths and English  Also, students with less than 85% attendance have the lowest Progress 8 data as a trend at MTS.  [EEF\_Parental\_Engagement\_Guidance\_Report.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222) | 1 |
| School based counsellor - In response to need and long waiting lists with Healthy Young Minds and #Thrive, our students have access to a school counsellor and mental health support team | Supporting pupil’s social, emotional and behavioural needs | Research published in [The Lancet Child & Adolescent Health,](https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext)found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1,4,5 |
| Electives | Extra-curricular activities and Extended School Time | In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.  [Extending school time | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time) | 4 |
| Masterclasses | Extended School Time | Masterclasses to target areas identified as underperforming based on the question level analysis. Teachers to teach this key content and revisit regularly within masterclass. Any pupils who do not master the key stickability content are provided with extra support through a range of teaching strategies such as intensive teaching, tutoring, peer assisted learning, small group discussions or additional effective homework. Learners continue the cycle of learning and testing until mastery of knowledge and skills. Evidence of this impact to be reviewed by CL. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 2 - 5 |
| Catch up for college and NTP | Activity and resources to meet the specific needs of disadvantaged pupils with SEND | To support students address gaps in their learning after school support is offered to students to help them organise their studies and revise.    Students will be supported in a variety of ways including:  1= targeting subject taught lessons  2= Tutor supported revision & strategies  3= quiet areas for peer to peer tutoring/ learning.    Session1 = highly tailored tuition support to help students whom have been most impacted by COVID  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring>    [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)    <https://nationaltutoring.org.uk/schools/school-led-tutoring/> | 4 |
| Training of Mental Health First Aiders, who are sign posted to students in need of wellbeing support alongside counselling from external services. | Supporting students social, emotional and behavioural needs. | Major UK Mental Health charities are recognising the ever-growing number of young people with mental health issues- there was a 44% increase in referrals by 2021 compared to 2019. Yet services are not developing quick enough to meet need.  [Children and young people’s mental health](https://www.health.org.uk/news-and-comment/charts-and-infographics/children-and-young-people-s-mental-health)  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 4 |
| Manchester United Foundation  (and other teaching/non-teaching staff) to lead extracurricular activities including educational visits | Extracurricular activities: including sports, outdoor activities, arts, culture and trips | “When planned and implemented well, outdoor education, offsite visits and adventurous activities contribute significantly to raising standards and developing knowledge and skills in ways that add value to everyday experiences in the classroom.” [The OEAP | (oeapng.info)](https://oeapng.info/about-oeap/) | 4 |
| Previously LAC Monitored termly by SLT. | Range of the above ‘Wider’ Strategies. | Support individual needs of this cohort of students as they emerge.  [Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf) | 1-5 |
| Service PP  Positive promotion of services through DofE course, MUF visits, trained counsellors. | Range of the above ‘Wider’ Strategies. | Support individual needs of this cohort of students as they emerge.  [Service Pupil Premium: examples of best practice - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice) | 1-5 |

**Total budgeted cost: £ 521,345**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance and Punctuality**  Year 11 PP students started the 22-23 academic year –5.6% below national. With similar trends starting to appear as the previous academic year we intervened swiftly and identified the students who needed attendance support. This included rewards, positive weekly texts, monthly prize draw, end of term prize, discussion with trusted adult, parental phone calls to remove barriers to attendance, positive report, attendance report, tutor support, learning Mentor support, SEN support & form mentor, education welfare officer. This quick and timely intervention over the past 5 weeks has raised year 11 PP students to +0.1% against national.  End of year 21-22 report PP attendance was 0.1% below national. Attendance for school PP students 84.8%. PP and SEN attendance 84.6%.Year 11 PP students 82.6%.Our current attendance 22-23 PP students is +0.7% against national.  **Literacy**  There was a focus on weekly reading for Year 7 & 8 in form time, a whole school focus on vocabulary building, structured fortnightly reading/library lessons in English lessons for all KS3 plus comprehension lessons and phonics intervention for those with the lowest reading ages. The comprehension lessons were having limited impact, so we now use the Reading Plus programme for all of year 7 and select classes in year 8 and 9. All who are reading 18months+ below their reading age at KS3 are participating in this programme once a week in their English lessons and for homework. To ensure that KS4 are also being properly supported with their reading, they are also doing Reading Plus in English lessons once a week where the need is greatest and through homework or an elective where there is a need but not as urgent.  As a result of positive pupils and staff voice to the form time programme, we have now expanded the reading during form time to twice a week across all KS3 groups and once a week at KS4.  13 out of 15 pupils successfully graduated from the phonics programme and therefore no longer need this intervention. The other two pupils remain having one-to-two guided reading sessions with our librarian as phonics has not had an impact on them.  Disciplinary literacy pop-ins showed that in English lessons, windows were being used consistently by staff to record key terminology and new vocabulary on and this was being referred to by staff and pupils. There is increasing evidence that such vocabulary is being used by higher ability pupils in their written work. To further develop this work to have a wider impact cross school we now have a three-model reading approach to be used in all subject areas I.e., vocabulary building structure, approaching the reading of a questions structure and an active reading of a text structure.  Lesson development visits showed that Turn & Talk was a successfully established teaching structure used in English, History and Technology with all pupils seen engaging confidently with this technique. These visits also demonstrated that many teachers were teaching vocabulary more explicitly and pupils were beginning to retain their ability to define new words. More work to be done on this through next year to ensure it becomes more consistent across school.  **Numeracy**  The Numeracy coordinator wrote a scheme of learning and tailored this to reflect the topics which each cohort of students required the most improvements in (for each individual Numeracy class). The scheme of learning was monitored closely and at the end of the year the students completed a progress check, which was a shadow paper of the baseline assessment taken in September. Throughout the academic year, teachers of the Numeracy curriculum were advised on:   * mark scheme for final assessment, * structure of a typical Numeracy lesson, * the focus of Do Now’s and the forgetting curve, * the focus of Can You Stills and constantly recapping of previously taught content, * assessment for learning, * the sharing of QLA data with students and ‘the big picture.’   A group of Year 7 students and Year 8 students were invited to attend intervention classes on a Tuesday and Thursday morning, respectively between 8:10 and 8:45am. The criteria for selecting the students were those who were pupil premium, with a scaled Maths KS2 score below 100. To help with the running of the sessions, there were 18 Year 10/11 students who acted as Maths ambassadors in a peer mentoring role to support the students with working through topics that they had previously got incorrect from the baseline assessment. The sessions ran very smoothly with the help of the ambassadors. Here is a breakdown of progress compared to attendance to the intervention sessions:   |  |  |  |  | | --- | --- | --- | --- | |  | Overall improvement | BC attendance 40% + | BC attendance 80%+ | | Year 7 | 66% | 80% | 83% | | Year 8 | 77% | 75% | 100% |   **Progress and Attainment – HPA**  KS4 - Positive SPI outcomes for ‘high prior attainment’ pupils was the highest amongst pupils in almost all categories in Year 2021-22. Particularly strong outcomes in GCSE BTEC (10 and 11) and also GCSE Single Awards and BTEC (11)   |  |  |  |  | | --- | --- | --- | --- | | YEAR 11 (POSITIVE SPI) | Low Prior Attainment | Middle Prior Attainment | High prior attainment | | SINGLE | 34.3 | 34.7 | 42.5 | | BTEC | 50.9 | 69.6 | 73.3 | | DOUBLE | 20 | 29.2 | 18.2 | | YEAR 10 | Low Prior Attainment | Middle Prior Attainment | High prior attainment | | SINGLE | 9.1 | 11.6 | 17.8 | | BTEC | 14.9 | 22.6 | 59 | | DOUBLE | 10.7 | 22.3 | 18.2 |   KS3 – Sisra data available for Year 8 and 9 cohort. Cumulative progress percentages of pupils gaining ‘good or excellent’ progress was significantly higher in the HPA category.   |  |  |  |  | | --- | --- | --- | --- | | Year group | Low Prior Attainment | Middle Prior Attainment | High prior attainment | | 9 | 51 | 46.4 | 52.2 | | 8 | 37 | 51 | 61 |   HPA pupils have been enriched and developed via many whole school and cross-departmental strategies, but specific strategies and outcomes are listed below and overseen by NJ.  MTS Honours Programme - Pupils enjoyed the sessions and were more engaged in lesson when studying creative writing and non-fiction texts. They became more likely to attend extra-curricular sessions in English and make successful applications to college to study English at A Level.  English Department staff training - Staff implemented the strategies in their own classrooms consistently.  English Intervention Group  - HPA group at 8-8-45 every Tuesday and Thursday in ICT5 until the exam with NJO. Names taken from mock DDI.  Collaboration with Hollingworth High School, led by Chris Dobbs.  - Pupil enjoyed the sessions and were more engaged in their subjects upon return to school, they will be more likely to attend extra-curricular sessions and making successful applications to college in the fields studied in the sessions.  HPA pupils involved in Careers events with DG and Manchester United Foundation with Mo.  **SEN**  Disadvantaged students who require SEN support have access to the following support and interventions:   * In class support through Curriculum Tutors and Teaching Assistants covering both students with an Education, Health and Care Plan and those students identified at SEND Support level * Assistant SENDCo and HLTAs (recently employed three HLTAs) to lead on specific SEND area of need and deliver interventions and work collaboratively with staff to support high quality teaching strategies in the classroom and that these are implemented to support students with their academic progress and emotional health and well-being * Assistant SENDCo leads ASC provision within the school * Interventions running throughout the school week including: * Reading Plus * Phonics and Comprehension * Social Communication Groups * Motor Skills Groups * Mentoring sessions * KS4 targeted intervention in academic areas * ‘Catch up for College’ support * Online Tutoring support * Social time support during break and lunch * Attendance support   In addition, students requiring further intervention outside of the SEND team, we work collaboratively with external agencies to further support students with significant needs. These include:   * Educational Psychologist * Rochdale Additional Needs Team * School based Speech and Language Therapist * School Counsellor * Occupational Therapy Team * CAMHS and #Thrive   The above SEND offer is in place to support our disadvantaged students with the aim of closing the gap between their progress and that of their peers.  The average Progress 8 for PP students with SEND is –0.86 and for non- PP students with SEND –0.92 (7.6% of non-PP students have SEND, but 16.3% of PP students have SEND) - This shows the strategies listed above have had a positive impact on progress overall |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
| MUF | [Manchester United Foundation - Engage. Inspire. Unite. (mufoundation.org)](https://www.mufoundation.org/) |
| Reading Plus | [Reading Plus - Adaptive Literacy Program - Hybrid Learning](https://www.readingplus.com/) |
| Century | [CENTURY | Online Learning | English, Maths and Science](https://www.century.tech/) |
| Languagenut | [Languagenut | Digital Language Resources for Schools](https://www.languagenut.com/en-gb/) |
| Mathswatch | [MathsWatch](https://www.mathswatch.co.uk/) |