

# 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 and outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Middleton Technology School
Number of pupils in school	1348
Proportion (%) of pupil premium eligible pupils	33% (433 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/4 – 2026/27
Date this statement was published	27th November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	J Kellett
Pupil premium lead	Jen Hurst

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£418,140
Recovery premium funding allocation this academic year	£112,608
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£530, 748</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision at Middleton Technology School is to ensure that all of our students leave our school with the essential skills and academic achievements they need to thrive when they leave our school.

Our values reflect this vision: that we have the highest of expectations, we work hard, we value feedback and we value everyone.

When we reflect upon these values through the lens of Pupil Premium, we are making sure that those with the greatest disadvantages are valued and understood, and that we have the highest of expectations of them so that they go on to achieve the best outcomes.

We understand the importance of ensuring that all teaching meets the needs of each learner, as well as rather than instead of using interventions to compensate for lost learning. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff twice every week during morning meetings.

The approaches that we have set out in this plan come from a clear understanding of EEF strategies, as well as a clear understanding of the local and national context. This means that we are not only addressing common challenges, but also those that are very specific and local to this school context.

The ultimate objectives for our strategy are to:

1. Improve the attendance of disadvantaged students
2. Improve literacy and vocabulary of disadvantaged students
3. Improve attainment outcomes for disadvantaged students
4. Improve the engagement and behaviour of disadvantaged students
5. Improve outcomes for students with SEND who are also disadvantaged

Our strategy looks to address equality gaps by providing the right staff/expertise and resource to meet the desired outcome for our disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge																																																											
1	<p><b>Attendance</b></p> <p>The attendance of students at MTS has decreased significantly since before COVID, where for 3 years plus, the attendance to school was on or around 96%.</p> <p>The table below captures the attendance for the academic year of 2022/23:</p> <table border="1" data-bbox="314 678 1385 1135"> <thead> <tr> <th>Group</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> <th>Whole School</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.6%</td> <td>92.7%</td> <td>88.0%</td> <td>89.9%</td> <td>85.9%</td> <td>89.9%</td> </tr> <tr> <td>Non-PP</td> <td>94.2%</td> <td>94.3%</td> <td>90.8%</td> <td>92.2%</td> <td>89.3%</td> <td>92.2%</td> </tr> <tr> <td>PP</td> <td>87.6%</td> <td>89.0%</td> <td>82.1%</td> <td>83.9%</td> <td>75.9%</td> <td>84.2%</td> </tr> <tr> <td>Gap</td> <td>6.6%</td> <td>5.3%</td> <td>8.7%</td> <td>8.3%</td> <td>13.4%</td> <td>8%</td> </tr> <tr> <td>National NPP</td> <td>94.4%</td> <td>93.1%</td> <td>92.1%</td> <td>91.7%</td> <td>91.4%</td> <td>92.6%</td> </tr> <tr> <td>National PP</td> <td>88.7%</td> <td>86.2%</td> <td>84.2%</td> <td>83.0%</td> <td>82.9%</td> <td>85.3%</td> </tr> </tbody> </table> <p>Here is a breakdown of how attendance affected academic progress in 2023 exams</p> <table border="1" data-bbox="314 1238 1385 1413"> <thead> <tr> <th>Attendance breakdown</th> <th>All students</th> <th>96% or more attendance</th> <th>90% or more attendance</th> <th>Less than 50%</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.33</td> <td>0.34</td> <td>0.09</td> <td>-2.22</td> </tr> </tbody> </table>	Group	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School	All	92.6%	92.7%	88.0%	89.9%	85.9%	89.9%	Non-PP	94.2%	94.3%	90.8%	92.2%	89.3%	92.2%	PP	87.6%	89.0%	82.1%	83.9%	75.9%	84.2%	Gap	6.6%	5.3%	8.7%	8.3%	13.4%	8%	National NPP	94.4%	93.1%	92.1%	91.7%	91.4%	92.6%	National PP	88.7%	86.2%	84.2%	83.0%	82.9%	85.3%	Attendance breakdown	All students	96% or more attendance	90% or more attendance	Less than 50%	Progress 8	-0.33	0.34	0.09	-2.22
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2	<p><b>Literacy</b></p> <p>“Attaining the minimal reading age is critical for a person to adequately function in society. Functional literacy provides the basic skills for a person to find employment and manage their day-to-day living needs. This functional reading level is generally considered to be the level of reading competency expected of a child aged 9.5 years of age”.<sup>1</sup></p> <p>Compared with their counterparts with a reading age of 11 or above, individuals with low reading ability are:</p> <ul style="list-style-type: none"> <li>• less likely to gain employment.</li> <li>• less likely to earn above average wage.</li> <li>• less likely to achieve qualifications, be trained in the workplace or achieve promotion.</li> <li>• less likely to use preventative health services and manage treatment and medication well.</li> <li>• More likely to exhibit behavioural problems.</li> <li>• More likely to offend, be imprisoned and be a repeat offender.</li> <li>• More likely to have low levels of psychological wellbeing and life satisfaction.<sup>2</sup></li> <li>• The UK has one of the highest illiteracy rates in the developed world with about 16% of UK adults being functionally illiterate.</li> </ul>																																																											

- 70-80% of students who drop out of school are poor readers.

Reading for pleasure has a big effect also. Miller found that ‘time spent reading had a greater impact on achievement than any other school activity.’

A study relating to Blackpool which has similar levels of deprivation to Rochdale (Read All About it) concluded that: ‘There is a significant correlation between student reading ability and eventual performance across all subjects at GCSE, which is just as strong in maths and sciences as it is in arts subjects.’

Correlation coefficients between GCSE results and reading age show that effect is not limited to ‘literacy heavy’ subjects.

Currently, our PP students are approximately one year behind other pupils in terms of the gap between actual age and chronological age. This is across both KS3 and KS4. In the spring term of 2022 to 2023 this gap was –1.8 so the gap is closing.

<sup>1</sup> <https://www.kipmcgrath.com/global/functional-reading-age#:~:text=This%20functional%20reading%20level%20is,to%20adequately%20function%20in%20society.>

<sup>2</sup> <https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf>

<sup>3</sup> <https://www.tandfonline.com/doi/abs/10.1080/17425964.2015.1045771>

<sup>4</sup> <https://reports.gi-assessment.co.uk/whyreading/images/gi-assessment-report-gcse-success.pdf?v=3.4>

3

**Progress in EBACC Subjects**

Category	Progress 8
All	-0.36
PP	-0.61
Non PP	-0.27
Gap	-0.34

Since COVID, progress across the EBACC subjects has decreased. The primary reason for this is a loss of learning due to poor attendance.

Whilst we have a whole school focus on this, we acknowledge that students who are disadvantaged may face additional barriers to learning that this plan aims to address.

4

**Engagement and behaviour of disadvantaged students:**

Students who are disadvantaged and who have experienced multiple adverse childhood experiences (ACEs) and developmental trauma. This subgroup of students are more likely nationally and within school to have safeguarding and behavioural concerns which may contribute to poor attendance, behavioural issues or lower academic performance.

5

**PP and SEND**

Those students who are PP and have SEND have a greater level of disadvantage than other students across the school and these students require extra care, space, attention and individualised learning to help them succeed and to meet their equity need. The school’s approach to working with these students based on their need demonstrates a targeted and stepped approach to their support. The school has identified that many of these students require additional support and an adapted curriculum to meet their need. The challenge faced is ensuring that that the curriculum is broad and balanced while at the same time supporting the student in making academic progress and progress with their SEN.

## 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.	<p>Whole school attendance, including that of PP students, increases.</p> <ul style="list-style-type: none"> <li>• overall and year group attendance gap between PP and NPP students reduces</li> <li>• PP students attendance at national</li> <li>• proportions of persistent absenteeism reduce.</li> <li>• suspensions reduce for PP students.</li> </ul>
2) To raise the Literacy skills and reading skills of disadvantaged pupils.	<ul style="list-style-type: none"> <li>• The percentage of PP students making expected progress is in line with their non-PP peers.</li> <li>• The percentage of PP students reaching their chronological reading age is in line with their non-PP peers.</li> <li>• GL Assessments in-year progress test show that PP students are making progress in line with that of their non-PP peers.</li> </ul>
3) To raise the attainment for PP students	<ul style="list-style-type: none"> <li>• PP students achieve a progress score of 0 in 2023/4</li> <li>• Achieve FFT 50 scores in the first instance, and ultimately at least FFT20</li> <li>• Attainment scores are at least equal to national</li> <li>• Reduce the gap in GCSE outcomes between PP and NPP in all key indicators</li> </ul>
4) For Pupil Premium pupils to enjoy the wide range of enrichment activities that we have available at Middleton Technology School. Reduce the proportion of PP pupils with a fixed term exclusion in line with national average	<ul style="list-style-type: none"> <li>• PASS Survey and Attitudes to Learning shows PP students views of school are in line with those of their non-PP peers.</li> <li>• Exclusions statistics for PP students are reduced and in line with national</li> <li>• Reduction in behaviour points for those students with PP so that they are in line with NPP</li> <li>• All students to attend an enrichment activity in their time in school</li> <li>• Improved engagement where appropriate with external alternative provision.</li> <li>• Mental health signposted and accessible to all PP students.</li> <li>• PP students at risk of becoming NEET becoming EET</li> </ul>
5) Disadvantaged students who require SEN support will make good progress, in line with their non-PP peers.	<ul style="list-style-type: none"> <li>• All staff to have a comprehensive understanding of students who are K or E</li> <li>• Student passports are available for each students so that staff know needs</li> <li>• Progress and attainment scores for students with SEND are in line with national</li> </ul>

## 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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Embedding of classroom routines -Whole staff training, deliberate practice	EEF- Improving behaviour in school document. <a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> Teach learning behaviours alongside managing misbehaviour Use classroom management strategies to support good Use simple approaches as part of your regular routine	4,5
CPD on thorough checking for understanding i.e. when of what and what to do next.	EEF – Supporting teachers to use regular, informal assessments. <a href="https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupils-grades-by-two-months">https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupils-grades-by-two-months</a>	3.4
CPD for all staff on SEND K	<a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	4
Design and implement a bespoke CPD programme for non-teaching staff.	<a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>  Know and understand your pupils and their influences  Use targeted approaches to meet the needs of individuals in your school	4,5
Employ additional staff (AP and BSW) to work with PP students with high numbers of behaviour points/SEND.	<a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>  Use targeted approaches to meet the needs of individuals in your school	1,2,3,5
CPD on effective feedback	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. EEF – feedback to support pupils learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	2, 3, 4, 5
Literacy CPD	<a href="https://educationendowmentfoundation.org.uk">On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
Additional member of staff from Positive Steps to provide	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed,	4

<p>individual bespoke CEIAG support for vulnerable PP students at risk of NEET/low aspirations for post-16</p>	<p>relevant choices and plans for their future. This is especially true of students from disadvantaged backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice, and because of the impact of Covid-19.</p> <p>“The COVID-19 pandemic has added further disruption, with a disproportionate impact on young people as they enter the labour market. Many skilled jobs require specific education and training, and young people need more support to make better informed decisions about their future.” <a href="https://www.gatsby.org.uk/education">https://www.gatsby.org.uk/education</a></p> <p>Therefore, high quality careers education can help them progress smoothly into further learning and work. The Academy buys additional time from Positive Steps in order to intensify support for key pupils. <a href="https://www.gatsby.org.uk/education">Careers education   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Whole School Teaching focus on disciplinary Language – specifically improving vocabulary</p>	<p>Prioritise ‘disciplinary literacy’ across the curriculum</p> <p>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>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.</p> <p>School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.</p> <p>Provide targeted vocabulary instruction in every subject</p> <p>Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.</p> <p>Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.</p> <p>Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.</p> <p>Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.</p> <p><a href="https://www.gatsby.org.uk/education">- EEF Improving literacy in Secondary Schools (Recommendations 1 &amp; 2) Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supported by:</p> <ul style="list-style-type: none"> <li>- Alex Quigley – closing the vocabulary gap</li> <li>- National Literacy Trust Guidance Disciplinary literacy   National Literacy Trust</li> </ul>	<p>2</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£210000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Interventions to increase reading skill and engagement:</p> <ol style="list-style-type: none"> <li>1. Reading Plus used with all of year 7 and in key classes in year 8 and 9. Also used in small groups before and after school at KS4.</li> <li>2. Phonics in small groups/one to one with those with a reading age of 6 or below. With phonics trained staff.</li> <li>3. Guided reading small group sessions with AP pupils and those with a reading age approx. 2 years below chronological in years 9 and 10. With our literacy mentor.</li> </ol>	<p><a href="https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school">https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">Accelerated Reading Development   Reading Solutions (readingsolutionsuk.co.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2, 4, 5
<p>Targeted intervention for PP students with higher than average behaviour points and lower than chronological reading age. I.e. small group sessions of guided reading with our literacy mentor.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Interventions to support language development, literacy, and numeracy, One to one and small group tuition</p>	4
<p>Morning small group/one-to-one intervention for students – English sessions</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf">https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf</a></p> <p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils</p> <p>Targeted students attending additional core subject sessions in the morning to raise attendance, attainment and confidence</p> <p>In small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	all
<p>Pearson national tutoring programme and Academy 21</p>	<p>1-1 online education that works with: students with low attainment, low attendance and/or disengaged students.</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p>	All



	<a href="https://nationaltutoring.org.uk/schools/school-led-tutoring/">https://nationaltutoring.org.uk/schools/school-led-tutoring/</a>	
Additional form groups for KS4 students	Targeted students attending additional core subject sessions in the morning to raise attendance, attainment and confidence  <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	All
Masterclasses	Mastery learning aims to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2, 3, 4, 5
Group sessions with PP Y11 students who are struggling to complete application forms due to IT needs/literacy issues/lack of family support etc	<a href="https://www.teachfirst.org.uk/press-release/digital-divide">https://www.teachfirst.org.uk/press-release/digital-divide</a>	4
Half term/Easter booster classes for underachieving PP students, with rewards of food	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	3, 4, 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £320,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
A strategic analysis of the Persistent Absentee (P.A.) cohort each half term	<p>This will enable vulnerable cohorts and individuals to be identified to tackle the root cause of the regular absence and improve all round development.</p> <p>DFE research from "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</p> <p>Also, students with less than 90% attendance have the lowest Progress 8 data as a trend at MTS.</p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	1, 3
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	<p>Research published in The Lancet Child &amp; Adolescent Health, found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p>Also  <a href="https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf">https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf</a></p>	1, 4, 5
Posters signposting mental health support available for PP students	<a href="https://www.ox.ac.uk/news/2023-09-21-young-people-s-mental-health-deteriorated-greater-rate-during-pandemic#:~:text=Researchers%20led%20by%20Professor%20Willem,study%20before%20the%20coronavirus%20pandemic">https://www.ox.ac.uk/news/2023-09-21-young-people-s-mental-health-deteriorated-greater-rate-during-pandemic#:~:text=Researchers%20led%20by%20Professor%20Willem,study%20before%20the%20coronavirus%20pandemic</a>	4
Kooth flagged in every Life Education lesson to support mental well being – immediate support	<a href="https://hub.gmintegratedcare.org.uk/mental-health/wp-content/uploads/sites/6/2023/06/Guide_to_Kooth_for_parents_and_care_rs.pdf">https://hub.gmintegratedcare.org.uk/mental-health/wp-content/uploads/sites/6/2023/06/Guide_to_Kooth_for_parents_and_care_rs.pdf</a>	4
Previously LAC (any student on roll that are previously LAC)		
<p>19 students in total fit into this category at MTS. A range of the wider strategies above are used to support this cohort of students according to needs that emerge. Monitored termly by SLT – for progress and attainment but also for emerging needs (e.g. attachment).</p> <p>PP+ students are supported further through the acquisition of beneficial technology e.g. laptops equipped with relevant software</p>	<p><a href="https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-and-previously-looked-after-children">Promoting the education of looked-after and previously looked-after children - GOV.UK (www.gov.uk)</a> . The evidence used to support this cohort of students is based on a range of strategies from above and no specific single strategy applies to this cohort alone.</p> <p><a href="https://www.bbc.co.uk/teach/teacher-support/supporting-care-experienced-children/z7pmnk7">https://www.bbc.co.uk/teach/teacher-support/supporting-care-experienced-children/z7pmnk7</a></p>	ALL
Service PP Pupils		

<p>1 student fits into this category at MTS. A range of the wider strategies above are used to support this cohort of students according to need. Monitored termly by SLT.</p>	<p><a href="https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice">https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</a> The evidence used to support this cohort of students is based on a range of strategies from above and no specific single strategy applies to this cohort alone.</p>	<p>ALL</p>
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**Total budgeted cost: £530,748**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments. For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.58. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 44.3, which was higher than the local authority average, but lower than the national average.

Progress for PP students was significantly affected by two key areas:

- Attendance
- Reading ages

Where pupil premium students attended school regularly, and had a reading age within two years of their chronological age, students performed at least in line with non-PP students.

We recognise the gap in attainment for PP and non-PP students is too large which is why raising the attendance of our disadvantaged pupils, as well as improving the reading ages remain foci of our current plan.

Whilst pupil behaviour significantly improved last year, we would still like to focus on the challenges around wellbeing and mental health, remain a significant concern when compared to pre-pandemic. This year we have added further interventions to improve the well-being and behaviour of our pupil premium students so that we can see further improvements in this area.

These results means that we are meeting some of the intended outcomes stated above, however we continue to think creatively about solving some of the more stubborn aspects.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year.

## Externally provided programmes

Programme	Provider
Manchester United Foundation	<a href="https://www.mufoundation.org/">https://www.mufoundation.org/</a>
Seneca	<a href="https://senecalearning.com/en-GB">https://senecalearning.com/en-GB</a>
Century Tech	<a href="https://www.century.tech/">https://www.century.tech/</a>
Language Nut	<a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a>
Maths Ninja	<a href="https://www.numeracyninjas.org">https://www.numeracyninjas.org</a>
School Cloud	<a href="https://www.schoolcloud.co.uk/">https://www.schoolcloud.co.uk/</a>
Positive Steps	<a href="https://www.positive-steps.org.uk/">https://www.positive-steps.org.uk/</a>
Chances mentoring	<a href="https://www.chanceuk.com/">https://www.chanceuk.com/</a>
Pearson National Tutoring programme	<a href="https://www.pearson.com/en-gb/schools/products-services/pearson-tutoring-programme.html">https://www.pearson.com/en-gb/schools/products-services/pearson-tutoring-programme.html</a>
Rochdale LA. Education welfare	<a href="https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=6qyMitZwlbq">https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=6qyMitZwlbq</a>
Academy 21	<a href="https://academy21.co.uk/our-curriculum/">https://academy21.co.uk/our-curriculum/</a>
Reading Plus	<a href="https://www.readingplus.co.uk/">https://www.readingplus.co.uk/</a>
Ruth Miskin phonics	<a href="https://www.ruthmiskin.com/programmes/phonics/">https://www.ruthmiskin.com/programmes/phonics/</a>

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
A dedicated member of staff (NP) is available to support service pupils (just one student) with any issues as and when needed.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Member of staff has ensured that the pupil has been fully informed of additional support where needed – Catch up for College, extra lessons, support for writing college applications

<b>Additional activity</b>
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