

Middleton Technology School

In Pursuit of Excellence



Pupil Premium Impact Report 2016/2017

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress. All members of Middleton Technology School staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Pupil Premium Provides funding for Pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a special guardianship or Residence Order (£1900 per child)
- whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MoD (£300 per child)

Middleton Technology School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. Our key objectives in utilising the Pupil Premium Grant are to close the attainment and progress gap between eligible students and their peers.

This document details the purpose spend of the Pupil Premium 2017/2018.

Number of students eligible	453 (39%)
Total number of FSM ever 6 Children	429
Total number of Service Children	2
Total number of LAC or Post LAC Students	22

Pupil Premium 2016/2017 (approx) £385,254

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 in accordance with the Virtual Head and outside agencies. Remainder of funds available £343,454.

School identified barriers to future attainment

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

Key Objectives

1	Curriculum	To further develop the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non-Pupil Premium peers. Improving the levels of Literacy and Numeracy for Pupil Premium Students.
2	Teaching and Learning	To further improve teaching and learning across school and for targeted cohorts.
3	Wider Outcomes	To provide a range of opportunities for students, regardless of their disadvantage to access learning opportunities outside the classroom.
4	Attendance	To further embed strategies to improve attendance and reduce exclusion data for Pupil Premium students.
5	Behaviour	Improving the behaviour of pupil premium students with strategies to support their emotional and social needs.

Key Objective 1: Curriculum	Curriculum Total Spend : £70,747.69
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To further develop the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non-Pupil Premium peers. Improving the levels of Literacy and Numeracy for Pupil Premium Students.

This objective will be met by the following means:

1	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	Staff Lead	Desired outcome
	Year 6 Summer School	A,B,D	Year 6 summer school to ease transition between year 6 and year 7 and ensure that the most vulnerable students in the cohort receive additional support.	Summer Schools boost the self-esteem, aspirations and worth ethic of more vulnerable children, many of whom are on Free School Meals." TES. David Linsell 2012.	Identification of Cohort from Primary Schools. Monitoring of KS2 data and first year 7 data entry.	DC	Students who attend summer school will maintain/improved KS2 level in Maths and English. Gap narrowed in year 7 between PP students and their peers.

Review of Actions and Impact

Of the students that attended summer school 60% made progress in English, with 13% of these made improvements in all areas. The remainder maintained their Key Stage 2 level.

Of the students that attended summer school 58% made progress in Maths and 42% maintained their Key Stage 2 level.

The attainment gap between disadvantaged pupils and their non-disadvantaged peers reduced in English between the Spring and Summer Term. In Mathematics the attainment has risen but the gap remains the same.

		Spring Avg Pts	Summer Avg Pts
English	All	2.64	3.06
	Non Pupil Premium	2.81	3.23
	Pupil Premium	2.35	2.78
	GAP	0.46	0.45
Mathematics	All	2.24	2.88
	Non Pupil Premium	2.39	3.04
	Pupil Premium	1.99	2.61
	GAP	0.4	0.4

2	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	Staff Lead	Desired outcome
	Literacy and Numeracy Support	A,B	Ensure that students in KS3 with a reading age below their chronological age, or those that did not meet the expected standard in maths at KS2 are supported with additional reading and numeracy intervention.	EEF stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices.	Regular Review. Records of sessions to be kept, students will be retested to check if knowledge and skill gap has been addressed. Key groups monitored at each data collection in line with the school assessment schedule.	DC	Improving Literacy and Numeracy improves student outcomes overall thereby reducing the attainment and progress variation between PP and their non PP Peers.

Review of Actions and Impact

Year 7 Spring and Summer Term Attainment

The attainment gap reduced in English between the Spring and Summer Term. In Mathematics the attainment has risen but the gap remains the same.

		Spring Avg Pts	Summer Avg Pts
English	All	2.64	3.06
	Non Pupil Premium	2.81	3.23
	Pupil Premium	2.35	2.78
	GAP	0.46	0.45
Mathematics	All	2.24	2.88
	Non Pupil Premium	2.39	3.04
	Pupil Premium	1.99	2.61
	GAP	0.4	0.4

Year 8 Spring and Summer Term Attainment.

The attainment gap has reduced throughout the year in both English and Mathematics,

		Y8 Spring Avg Pts	Y8 Summer Avg Pts
English	All	3.25	3.71
	Non Pupil Premium	3.43	3.87
	Pupil Premium	2.9	3.42
	GAP	0.53	0.45
Mathematics	All	3.36	3.55
	Non Pupil Premium	3.58	3.77
	Pupil Premium	2.97	3.17
	GAP	0.61	0.6

Year 9 Spring and Summer Term Attainment

The attainment gap in year 9 is not closing, this is due to the fact that the PP students in year 9 are on average much lower ability than their peers (ave KS2 4.7 compared to 4.9 others). In terms of progress however the gap is closing, with PP students making more progress in English than their non PP Peers.

		Y9 Spring Avg Pts	Y9 Summer Avg Pts
English	All	3.96	4.28
	Non Pupil Premium	4.09	4.45
	Pupil Premium	3.75	3.99
	GAP	0.34	0.46
Mathematics	All	3.1	3.12
	Non Pupil Premium	3.22	3.27
	Pupil Premium	2.9	2.86
	GAP	0.32	0.41

	Pupil Premium	Above Track %
English	All	62.9
	Non Pupil Premium	61.5
	Pupil Premium	65.4
	GAP	-3.9
Mathematics	All	15
	Non Pupil Premium	16.3
	Pupil Premium	12.8
	GAP	3.5

Reading Recharge

We have an extensive range of reading programmes to encourage our students to have a love of reading and to support their improvements in literacy skills. This helps to unlock the curriculum. Students in KS3 with a reading age below their chronological age, or those that did not meet the expected standard at KS2 are supported with additional reading via Reading Recharge. Students in year 9 and 10 are successfully trained as Reading Leaders. Training and Commitment recognising Leadership and wider contribution to the school.

Autumn/Spring Progress of Reading Recharge Group.

		Scaled reading	Chron Age Y	Chron Age M	Rdg Age Y	Rdg Age M	Reading Age Vs Aut 1	Age Related?	Notes
1	Male	90	11	8	7	10	-1 Year	Below	30% attendance
2	Female	91	11	6	11	8	+3Yrs 2M	Above	
3	Female	83	12	1	9	11	+2Yrs 9M	Below	
4	Male	92	11	11	10	7	+2Yrs 1M	Below	
5	Female	90	11	5	12	0	+3Yrs 9M	Above	
6	Male	100	11	9	10	11	+2Yrs 5M	Below	Non-Attender
7	Female	100	11	6	9	3	+5M	Below	
8	Female	103	12	2	7	10	-9 Months	Below	Non-Attender
9	Male	96	11	10	8	10	+1Yr	Below	
			11	11	10	11	+3yrs 1M	Below	

Summer Progress of Reading Recharge Group.

		Summer 1		Summer 2 retest			Diff?	Age Related?	Notes
		Chron Age Y	Rdg Age Y	Rdg Age M	Rdg Age Y	Rdg Age M			
1	Male	11	7	10	12	3	+4yrs 5mths	Above	
2	Female	12	9	7	9	11	+ 4mths	Below	
3	Female	12	7	10	9	7	+ 1 yr 7 mnts	Below	Non Attender
4	Male	11	8	2	9	11	+ 1yr 9mnts	Below	Non Attender
5	Male	12	8	2	7	0	- 14 mnts	Below	
6	Female	11	8	2	11	8	+ 3yrs 6mth	On	
7	Male	12	8	2	12	0	+ 3yrs 10mth	On	
8	male	12	8	10	12	0	+ 3yrs 2mnts	On	

Reading recharge has seen some dramatic improvements in the reading ages of those involved. We will continue this intervention into the next year with a cohort of approximately 8 or 9 children per term.

One to One Tuition

Three identified students within the school are also receiving one to one tuition.

3	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	Staff Lead	Desired outcome
	Speech and Language Therapy	A	Targeted level and group level speech and language therapy for identified students in all year groups	SaLT in previous years proven effective.	SALT Annual Impact Report. Reviewed in SENCO Line Management.	JSi	Students identified speech and language will improve, as a result they will improve in confidence and be able to access the curriculum more effectively.
Review of Actions and Impact							
<p>Workshop entitled “What is Speech, Language and Communication” delivered to Special Educational Needs Department (SEND) in January 2017. The workshop covered the following areas: Explanation of what Speech, Language and Communication are, How to identify Speech, Language and Communication issues in school, Universal level strategies to support the issues in the classroom.</p> <p>14 Year 7 students have accessed targeted level group intervention for 1 session per week with the following aims; student will be able to locate key parts of information from an extract and know what part of Narrative they relate too (i.e. location, problem, feeling, why) Each student will understand the meaning of the vocabulary items, generate synonyms, and use in a sentence appropriately. Each student will be able to answer Blanks Level 3 and Level 4 questions about an extract from a fiction text. Of these 14 students all students achieved their targets set by SaLT.</p> <p>SaLT has worked with 16 Year 7 and Year 8 students to deliver language groups. All students have all either: met targets set by SaLT, gained a strategy(ies) that can be used within the classroom, come to a point where they do not require further intervention because they are able to self-manage.</p>							

4	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	Staff Lead	Desired outcome
	Homework	A,B	Introduction of an online homework system	"Research concludes that homework has a positive association with achievement at secondary level" (National Foundation of Educational Research) EEF research suggests that improving the quality of and completion of homework has an impact on improving progress.	Termly tracking and monitoring of online system.	AS	All students regardless of disadvantage have access to homework raising the profile of homework across the school.
Review of Actions and Impact							
<p>The school's Key Stage 3 Homework procedures for setting, recording and tracking went online in September 2016 via Show My Homework (SMH). The students were integrated as follows:</p> <ul style="list-style-type: none"> • Year 7 - September 2016 • Year 8 - January 2017 • Year 9 - April 2017 <p>As each year group was inducted and then went LIVE with the system the student's usage as a whole cohort was tracked and reviewed. PP students were obviously with this process but the main emphasis of year one was to cement consistent usage from all students and indeed parents in order to raise the profile of homework across the school.</p> <p>The students were tracked in relation to their usage across the year, the results were as follows:</p> <p>Year 7 usage data was collected in each term over the academic year indicating that between 80-85% of the year group consistently used the system (a two week window at collection was used). Of the 48 regular non-users only 21% were PP students, while 81% of the Y7 PP cohort were consistently using the software.</p> <p>Year 8 data collections showed that 75 -80% of the year group used SMH consistently including 52% of PP students, however, 36% of the non-users were PP students.</p> <p>Year 9 data showed that only 655 of the year group were using the system consistently, this could be as a result of technical issues due the April start and the May data collection. 47% of the non-users were PP with 55% of the PP cohort not engaging consistently. Further work with ShowMyHomework to be rolled into next year.</p>							

5	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	Staff Lead	Desired outcome
	AM Lessons and extending the school day	A,B	Additional lessons before the start and at the end of the school day in Key Stage 4. Support those students who do not have breakfast and support students with home-based learning by supporting staff to enable after school access	To support underachieving students in danger of not meeting expectation or who may not achieve positive progress. "...schools boost the self-esteem, aspirations and work ethic of more vulnerable children..." TES. David Linsell 2012	KS4 data analysis after each data collection to measure impact.	DW	A reduction in the attainment gap of PP and non PP students in KS4. Improved overall outcomes for PP students. Pupil Premium students will make progress in line with their non-pupil premium peers nationally. Increase in the percentage of students exceeding expectations.

Review of Actions and Impact

Extra lessons are available in all subjects at the end of the school day.

Introduction of English and Mathematics Registration Groups. PP Students in year 11 who are below expectation for English and/or Maths are allocated a form group specific to their Maths or English need.

Additional lessons take place before the start of the school day for students at risk of not achieving positive progress. Breakfasts are provided as an incentive to attend these sessions. The Cashless Catering system in the canteen removes any perceived stigma in taking up the offer of a free breakfast, provided for every Pupil Premium student, which ensures that students start the day in a friendly environment and arrive in lessons ready to learn.

Maths and English progress throughout year 11.

Measure	Pupil Premium	Autumn Mock Total	Spring Mock Total	Results Total
Average Total Attainment 8	All	39.17	40.69	47.49
	Non Pupil Premium	41.25	43.15	49.7
	Pupil Premium	35.87	36.76	43.97
	GAP	5.38	6.39	5.73
Average Total Progress 8	All	-0.698	-0.553	0.08
	Non Pupil Premium	-0.663	-0.492	0.117
	Pupil Premium	-0.755	-0.655	0.019
	GAP	0.092	0.163	0.098

Average English Attainment 8	All	10.69	7.56	9.68
	Non Pupil Premium	11.25	7.73	9.97
	Pupil Premium	9.78	7.3	9.22
	GAP	1.47	0.43	0.75
Average English Progress 8	All	0.42	-1.19	-0.171
	Non Pupil Premium	0.542	-1.293	-0.208
	Pupil Premium	0.221	-1.022	-0.111
	GAP	0.321	-0.271	-0.097
Average Maths Attainment 8	All	6.78	7.47	8.85
	Non Pupil Premium	7.22	8.15	9.53
	Pupil Premium	6.08	6.38	7.78
	GAP	1.14	1.77	1.75
Average Maths Progress 8	All	-1.069	-0.69	-0.058
	Non Pupil Premium	-1.049	-0.589	0.073
	Pupil Premium	-1.1	-0.857	-0.273
	GAP	0.051	0.268	0.346

In 2017, overall Progress 8 for disadvantaged students was 0.02 this is above average for all students and significantly above average for disadvantaged students (-0.33). The national average score for non-disadvantaged pupils was 0.11, this is a gap of 0.09. Disadvantaged students achieved a positive progress score overall, and also in the Open and EBacc subject groups.

Progress 8 by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	20	11	95	39	70	20
Score	0.51	0.43	0.10	-0.03	-0.07	-0.11
National average ?	-0.17	0.03	-0.02	0.15	0.00	0.09
Difference ?	0.69	0.40	0.11	-0.18	-0.07	-0.21
Confidence interval ?	-0.03 to 1.05	-0.30 to 1.16	-0.15 to 0.34	-0.42 to 0.36	-0.35 to 0.22	-0.65 to 0.42

Key Objective 2: Teaching and Learning	Teaching and Learning Total Spend : £175,308.07
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To further improve teaching and learning across school and for targeted cohorts.

This objective will be met by the following means:

	Action	Identified Barrier	Objective	What is the evidence for this choice?	How will we ensure it is implemented well	Staff Lead	Desired outcome
1	Curriculum Tutors	A,B,C,D,E	Additional capacity within English and Maths to support PP progress in all years.	The biggest impact on pupil progress is ensuring the quality of teaching is strong and consistency over time will have an impact.	Line Management of Middle Leaders, using data collected on Pupil premium student progress to lead discussion.	JSi	A reduction in the attainment gap of PP and non PP students in all year groups.

Review of Actions and Impact

Pupil Premium supports the salary of our Curriculum Tutors.

Year 7 Spring and Summer Term Attainment

The attainment gap reduced in English between the Spring and Summer Term. In Mathematics the attainment has risen but the gap remains the same.

		Spring Avg Pts	Summer Avg Pts
English	All	2.64	3.06
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	Pupil Premium	2.35	2.78
	GAP	0.46	0.45
Mathematics	All	2.24	2.88
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Year 9 Spring and Summer Term Attainment

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English Literature	All	3.96	4.28
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	Pupil Premium	3.75	3.99
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Mathematics	All	3.1	3.12
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	Pupil Premium	2.9	2.86
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The attainment gap in year 9 is not closing, this is due to the fact that the PP students in year 9 are on average much lower ability than their peers (ave KS2 4.7 compared to 4.9 others). In terms of progress however the gap is closing, with PP students making more progress in English than their non PP Peers.

	Pupil Premium	Above Track %
English	All	62.9
	Non Pupil Premium	61.5
	Pupil Premium	65.4
	GAP	-3.9
Mathematics	All	15
	Non Pupil Premium	16.3
	Pupil Premium	12.8
	GAP	3.5

Overall progress 8 for disadvantaged students in 2017 was 0.02, this was the third highest in the Local Authority and above the average of all students nationally. The 2017 disadvantaged cohort achieved a Maths Progress score of -0.27. The 2017 disadvantaged cohort made on average more progress in English than their non-disadvantaged peers, achieving a Progress score of -0.11 (-0.21).

2	Resources	A,B,C,D,E	Provide additional resources that can have direct impact in the classroom, (text books, revision guides) and revision resources in Key Stage 4.	Sutton Document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils 'attainment and aspirations'	Line Management of Middle Leaders, using data collected on identified Pupil premium students' progress to lead discussion.	JSi	PP students to have specific intervention with resources bought for a specific purpose linked to the curriculum.
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Review of Actions and Impact

Various resources have been provided throughout the year examples of these are;

- English for Speakers of Other Languages software was purchased. Student A accessed the ESOL support and made on average 1.2 grades progress after accessing the software.
- Laptops or iPads have been purchased for students who otherwise would not have access to a computer at home
- Additional revision resources were provided for PP students for Maths.
- Kindle readers were provided for some students to facilitate more reading at home.
- Art supplies were provided for PP GCSE Art Students
- Cookery ingredients were provided for PP GCSE Food Technology Students for their practical examination.

Key Objective 3: Wider Outcomes				Wider Outcomes Total Spend : £27,847.65			
To provide a range of opportunities for students, regardless of their disadvantage to access learning opportunities outside the classroom.							
This objective will be met by the following means:							
	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	Staff Lead	Desired outcome
1	CEIAG for High Ability PP Students	D,E	To further support the CEIAG of Pupil Premium students, particularly the High Ability cohort students – create a culture of raising aspirations through university residential visits and forging more university links.	EEF Toolkit - Raising aspirations is believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.	Regular Monitoring of the High Ability Cohort. Termly data collections and analysis in SISRA in line with the school assessment schedule.	AS	Ensure early identification of potential NEET PP students to ensure aspirational strategies are in place to reduce the PP NEET gap to enable their engagement post 16 to be in line with their non PP peers and also in line with national non PP students. Higher % of HA PP students going on to Higher Education.
Review of Actions and Impact							
<p>Our CEIAG programme attained the Gold Standard IAG Award for quality in 2015 and last two academic years some of the PP budget has supported our programme for</p> <ul style="list-style-type: none"> • Transport for PP to attend open evening events • Event funding to ensure the PP students received outstanding CEIAG inside and outside of school e.g. apprenticeship Fair and North West Skills Fair and employment sector events. • CEIAG/Enterprise budget to enable support for PP <p>The NEET data for 2017 school leavers has not been released but our 2016 school leavers NEET data including PP students is outstanding and it continues a 7 year trend of having a NEET figures under national average (6.6%). In fact on average our NEET figures stand at 1.7%.</p> <p>Overall NEETs stood at 1.6% for October 2016 with just 3/187 school leavers classed as NEET, whilst only 2/75 (2.6%) PP from this cohort were classed as NEET.</p> <p>In relation to Participation Rates and Destinations less PP students are in “employment without training” compared to Non PP 1.3% vs 1.6% respectively.</p>							

In deed 95% of PP students are in further education, sixth form or an apprenticeship. This clearly highlights the intervention and CEIAG work from Lucy smith (positive Steps) and Dan Gooding (school CEIAG Mentor) is having an outstanding impact. This suggests that our young people are very keen to aspire and be successful in the world of work.

To reinforce the quality of the CEIAG given to our PP students and students in general the same cohort's NEET figures for October 2017 are in fact only 1%. This supports the fact our CEIAG programme, events and advice is providing our young people with the most appropriate and aspirational Post 16 pathways for each student.

Lucy smith uses a raft of support with our PP students ranging from 1-1 interviews, personal mentoring, application support and organising individual sessions at colleges and other providers. She supports PP at our parents' evenings and at our Y11 Post 16 Pathways evening.

The school has a gold award for CEIAG, and all students in the school complete a one week work experience placement in Y10. The school has a partnership with Girls Outloud, who work with girls in Y9. All Y9 girls have taken part in a discovery day, a role model relay where they could speak to female leaders across a range of careers. In addition, 20 Y9 students benefit from "Big Sister" mentoring, by a female leader in industry.

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2	KS4 Revision	A,B,C,D,E	Intervention schools (outside of school hours) to run with targeted cohorts in year 11. Students will be identified as those underachieving or at risk of underachieving and will run as an intensive workshop.	EEF – Evidence suggests that pupils who attend additional school make approximately 2 additional months progress, compared to similar pupils who do not.	Termly review of SISRA data in line with the school assessment schedule.	DW	Year 11 improve revision techniques and therefore improve their attainment.
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Review of Actions and Impact

In addition to the extra lessons above we have also ran a number of interventions to support students with their revision.

High Ability Pupil Premium Mentoring.

EEF – “15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve the top 25% at GCSE. Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement”. Yellow Card Mentoring program was introduced. Allocated staff given a caseload of 5 PP underachieving students (mainly high ability PP) for 12 week mentoring, support with revision timetables, planning their workload and rewards given for 100% effort.

Yellow Card mentoring focused on high ability students who were at risk of not achieving a positive progress score. 75% of these students were Pupil Premium students.

Pre and Post Mentoring Progress data for the Spring 2017 cohort.

Average Total Progress 8	-1.3
Progress improvement after mentoring	+0.7

The yellow card mentoring has been a success with students on average increasing their progress score by +0.7. This will continue to run onto next year to improve to a positive progress score overall. After the mentoring the number of students achieving a positive progress score trebled.

3	Engagement Subsidy	A,B,C,D,E	Support for students to overcome barriers to school participation such as transport, educational visits and uniform.	Funding used on a "need" basis. Departments rationale for spend in academic/enrichment terms.	Cost spreadsheet maintained by Pupil Premium Lead with breakdown of all requests. Will be reviewed November 2016, January 2017, March 2016, and July 2017.	DW	All students regardless of disadvantage are able to access school activities including trips and visits. PP students are not inhibited by financial constraints, in turn raising their attainment. Attainment gap between PP and non PP reduces. PP students make progress inline with expectations across all year groups.
Review of Actions and Impact							
<p>The school offers subsidised enrichment activities, including outward bound residentials and trips abroad to France and Germany, for example. The School believes that these experiences enrich the lives of students and that all students should have the opportunity to experience them, thereby ensuring in a proudly inclusive environment that all students 'enjoy', attend and achieve. Through varied enrichment activities and a focus on personalised academic achievement, students are prepared for appropriate post-16 pathways.</p> <p>A few examples of how the engagement subsidy has been spent are below;</p> <p>Contribution for 1 student to attend educational visit to Poland – this student went on to achieve a grade D at GCSE. When looking at the grades for each of his exam papers, he achieved three grades higher in the exam paper focussing on Nazi Germany than his other papers.</p> <p>Contributions were made for 2 students towards the year 9 trip to Rhine in Germany.</p> <p>Contributions were made for two GCSE History students to experience the London Dungeons.</p> <p>Contributions were made to support 11 year 8 students attend the France trip. The purpose of this visit was to give students the opportunity to sample the French culture, language and lifestyle. During the visit pupils visit Normandy and Paris. In Normandy students have the opportunity to visit the French World War II War Graves, Pointe du Hoc Military Base and Mont Saint Michel. In Paris they visit the Eiffel Tower, and have a tour of the city.</p>							

One student was supported to attend a theatre trip as part of the GCSE Drama course, this student went on to achieve an A*.
 8 GCSE Geography students were supported to attend the geography field trip. In Geography 50% of disadvantaged students exceeded their target grade.

Key Objective 4: Attendance	Attendance Total Spend £9,391.03
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To further embed strategies to improve attendance and reduce exclusion data for Pupil Premium Students.

This objective will be met by the following means:

	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	Staff Lead	Desired outcome
1	Attendance Rewards	C	Improve the attendance of Pupil Premium Students	National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement	Attendance reporting throughout each half term.	AS	All students with 100% attendance will have the opportunity to attend the Blackpool rewards trip. Attendance gap between PP and non PP students reduces. Improvement on attendance and reduced lateness to school of disadvantage students half term on half term.
2	Persistent Absentees	C	1 to 1 mentoring for repeat PA students,	PP students are three times as likely to be persistent absentees than their non PP peers. DFE document "Pupil absence in schools in England: 2015 to 2016" SFR 14/2017	Member of SLT responsible for Attendance to monitor as per Line Management schedule. Year Group and Sub group KPI's	AS	Reduction in the number of PP students who are persistent absentees

Review of Actions and Impact

Some of the PP financial budget has been used to support our drive to further reduce the PP vs Non PP attendance gap and drive the overall attendance across the school up to 96%. The last academic year continued our trend of being the only Rochdale High school with 95%+ attendance (last 3 years). In addition the percentage of our Persistent Absentees, 7.12% (July 2017) has decreased further in this same time frame and are again significantly under the national average of 12.4%. This is impressive as our PAN now set at 270 means that our student body has increased within this 3 year time frame. Over the last academic year our PP cohorts' absence rates across the school are also under the National Averages including the difference between the Non PP and PP cohorts. See below.

Cohorts 2016/17	National Average	Whole school	Y7	Y8	Y9	Y10	Y11
PP	7.2	5.66	4.97	6.35	5.87	6.27	4.85
Non PP	4.1	3.45	3.06	3.81	3.57	3.43	3.37
PP% Difference	3.1	2.21	1.91	2.54	2.30	2.84	1.48

The interventions below, over the last year, have aimed to improve the attendance of the PA students in general which include PP students:

- Y7-11 Form Tutor monitoring Card
- Y7-11 LPM 1-1 mentoring for repeat PA students
- SEND Team mentoring KS3 PA students
- MU Foundation hub Officer (NP) PA Attendance Leagues KS3 &4
- Attendance Panels every half term with EWO support
- Consistent Home -School correspondence
- EWO Intervention including Home visits and legal pathways
- Rewards for attendance improvements included certificates, letters home , cinema tickets and big breakfasts

These interventions were implemented from December 2016 after reviewing the data from the Autumn Term. There were 140 Persistent Absentees (PA) students of which 81 (58%) were PP students.

After the above interventions and rewards were completed in the Summer Term the number of PA students who were PP in July 2017 decreased from 81 to 37, an improvement of 55%.

In total, 64/81 (80%) of the PP students, who were a PA, actually improved their overall attendance by July 2017. Furthermore, 60% of all the Persistent Absentees improved their attendance sufficiently to be removed off the PA Register.

This impact is reinforced by the fact that only 36% of PA students in October 2017 were PP students compared to 50% of PA students in October 2016, a 14% improvement. In addition, the number of PA boys who were PP in October 2016 has also decreased from 28 to 22 in October 2017, while the number of PA girls who were PP has decreased from 34 to 18 in the same time frame.

The PP vs Non PP attendance gap has reduced from 2.24% to 1.4% (Nat Ave 3.1%) from October 2016 to October 2017. The specific mentoring programme implemented by NP (MUF Hub Officer) was trialled last year and the results were very encouraging. An average improvement of 8.1% for the 38 students on the programme was achieved. Within this cohort 13 PP students were mentored and 11/13 (85%) improved their attendance with an average of 6%.

Contributions were made to ensure that all eligible PP students were able to attend the rewards trip to Blackpool with their peers.

Key Objective 5: Behaviour				Behaviour Total Spend: £ 72,156.00			
Improving the behaviour of pupil premium students with strategies to support their emotional and social needs.							
This objective will be met by the following means:							
	Area	Identified Barrier	Action	What is the evidence for this choice?	How will we ensure it is implemented well	Staff Lead	Desired outcome
1	4 P's	A,B,C,D,E	Introduction of a simpler system for behaviour, the 4P's. Polite, Participate, Punctuality and Prepared.	PP students are three times more likely to have two or more fixed term exclusions than their non PP peers. DFE document "Pupil absence in schools in England: 2015 to 2016" SFR 14/2017	Termly review of Behaviour and Achievement Points. Ongoing monitoring of specific students behaviour points.	AS	A reduction in the number of students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.
2	Behaviour Mentoring	A,B,C,D,E	Continue to have an allocated KS4 behaviour lead. One to one and group mentoring by Key Stage 4 Behaviour Support Staff. Behaviour interventions seek to improve attainment by reducing challenging behaviour of PP students.	EEF evidence suggests that behaviour mentoring has some impact and this is used for smaller numbers of students where clear gaps in knowledge have been identified.	Targeted students outcome scrutinised at each data collection in line with school assessment schedule.	AS	

3	Inclusion support	D	To continue to support the inclusion facility.	EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour.	Reviewed during inclusion staff line management.	JA	
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Review of Actions and Impact

Behaviours seen during learning walks demonstrates that students are compliant. They settle quickly to lessons, with no difference identified in morning and afternoon lessons. (Pioneer review January 2017). Students begin learning immediately. In line with the whole school focus, students are punctual, and prepared for lessons. Students report that they feel safe in school, and cannot identify any areas of school where they do not feel safe. Students feel that they have learnt about how to stay safe online (student voice, Pioneer Visit, January 2018).

As part of the student feedback through the Student Council last year, feedback was that students were not rewarded enough. This year we have relaunch our DREAM initiative, to incorporate certificates at milestones; and The VIP DREAM Lunch. The top 40 students in each year group for outstanding conduct, progress and effort each week are called early to lunch on Friday, where they are praised personally by 5 members of the SLT, and they receive an early lunch. 60% of the student body have earned a DREAM lunch so far. Nearly half of these students are identified as PP. To date, 842 students have earned a bronze certificate (100 net points) and 13 have earned a silver certificate (250 net points)

Exclusions Data

National statistics for 2015/16

Perm ex for FSM 0.51%

FTE (by pupil) 10.09% (20.97 –ever 6), by exclusions (23.08%)

School 2015/16

Perm ex =2% of FSM pupils

FTE =1.76% of NOR, 10.32% of FSM entitlement (by pupil) (in line with national average), 19% by exclusion. (below national average)

No published national data for 2016-17

2016-17 School

Perm ex = 1% of FSM pupils

FTE= 1.62% of NOR, 10.32% (in line) of FSM entitlement (by pupil), 20% by exclusion.(below)

Although permanent exclusions for FSM pupils is above the national average the % of permanent exclusions for FSM pupils has been reduced by half.

% of FSM pupils with one or more FTE remains in line with National average, however the rate of FTE for FSM pupils remains below the National average.

Pupil Premium is used to support a named member of staff for behaviour across the school and named pastoral staff in every year group.

Behaviour interventions seek to improve attainment by reducing challenging behaviour. We use interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression, violence, bullying, and substance abuse. The interventions themselves can be split into three broad categories:

- Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.
- Generic programmes which seek to improve behaviour and generally take place in the classroom.
- More specialised programmes which are targeted at students with specific behavioural issues Parental Engagement

Parental Forum

This year we have increased the forum to include year 7-10. We regularly have 20 parents attending the forum. All parents in year 7 -10 are invited. This year the forum has ratified new formats of reports to parents, played a role in the setting up of social events and has evaluated ShowMyHomework for the school. Money was also used toward refreshments and childcare.

Manchester United Foundation

The school also has a strong partnership with the Manchester United Foundation, now in it's 4th year. The partnership focuses on improving primary/secondary transitions; aspirational trips and events; behaviour mentoring and support; improving extra curricular provision and reducing barriers for participation; and improving attendance. (See impact report 2016/17).

Total PP Spend 2016/2017 £355,450.44