

# Middleton Technology School

In Pursuit of Excellence



## Pupil Premium Strategy Statement 2016/2017

## Pupil Premium Strategy Statement

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

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£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.

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 £353,454

## 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, through focussed CPD and improving marking and feedback.
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**

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:

	<b>Area</b>	<b>Identified Barrier</b>	<b>Action</b>	<b>What is the evidence for this choice?</b>	<b>How will we ensure it is implemented well</b>	<b>Staff Lead</b>	<b>Desired outcome</b>
1	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.
2	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. Reduced attainment gap in between KS3 PP students and their non PP peers.
3	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.

4	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.
5	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, measure impact	DW	A reduction in the attainment gap/progress 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.

**Key Objective 2: Teaching and Learning**

To further improve teaching and learning across school and for targeted cohorts, through focussed CPD and improving marking and feedback.

This objective will be met by the following means:

	<b>Action</b>	<b>Identified Barrier</b>	<b>Objective</b>	<b>What is the evidence for this choice?</b>	<b>How will we ensure it is implemented well</b>	<b>Staff Lead</b>	<b>Desired outcome</b>
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 students' progress to lead discussion.	JSi	A reduction in the attainment gap of PP and non PP students in all year groups.
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.

**Key Objective 3: Wider Outcomes**

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:

	<b>Area</b>	<b>Identified Barrier</b>	<b>Action</b>	<b>What is the evidence for this choice?</b>	<b>How will we ensure it is implemented well</b>	<b>Staff Lead</b>	<b>Desired outcome</b>
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.
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.
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 in line with expectations across all year groups.
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**Key Objective 4: Attendance**

To further embed strategies to improve attendance and reduce exclusion data for Pupil Premium Students.

This objective will be met by the following means:

	<b>Area</b>	<b>Identified Barrier</b>	<b>Action</b>	<b>What is the evidence for this choice?</b>	<b>How will we ensure it is implemented well</b>	<b>Staff Lead</b>	<b>Desired outcome</b>
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, regardless of disadvantage. 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

**Key Objective 5: Behaviour**

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
3	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. Named Pastoral Staff in every year group. Behaviour interventions seek to improve attainment by reducing challenging behaviour.	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	A reduction in the number of students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.
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	A reduction in the number of students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.

To be reviewed September 2017