

Middleton Technology School

In Pursuit of Excellence



Pupil Premium Strategy Statement 2018/2019

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 (£2300 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.

Total number of students eligible for Pupil Premium	439 (34%)
Total number of FSM ever 6 Children	422
Total number of Service Children	0
Total number of LAC or Post LAC students	17

Pupil Premium 2018/2019 £433,670 (approx). CLA students have been removed from the total as separate individualised plans for the Pupil Premium Plus Grant awarded to CLA students are made on an individual basis with the Virtual Head and outside agencies. Remainder of funds available £394,570.

How Pupil premium funding is received and how we allocate funds

The school believes that all pupils who are eligible for Pupil premium should be our focus, regardless of whether they have claimed funding. Pupil premium funding is based upon pupils registered on roll in school with the Department for Education at the school January census with funding being received in April the same year. This census information is collated and checked against other data sources (Local Authority, Benefits and Revenues, Service children data etc.) and an update of individual pupils is provided to school in July of each year of all those who are entitled. However, as this information is collated and funded retrospectively we are still required to identify pupil need and focus for all our pupil premium pupils throughout the whole school in each academic year. In order to do this, we have additional data capture methods that assist us in identifying those pupils who may be eligible for pupil premium before we receive the census check update information in July. This enables us to work with these pupils immediately from the start of the academic year.

School identified barriers to future attainment

1	High Prior Attaining PP students are making less progress than those with lower or middle prior attainment.
2	Literacy and Numeracy skills are lower for those eligible of PP than other students in KS3
3	PP White British students, particularly boys are making less progress than other pupils across KS4
4	Lower attendance and punctuality of disadvantaged pupils
5	Low Parental Engagement
6	Lower post 16 aspiration of students who are disadvantaged.

Key Objectives

1	Progress and Attainment, particularly for High Prior Attaining students	Raise the attainment of all PP Students with additional focus to diminish the difference between PP High Prior Attaining Students and other PP students.
2	Literacy and Numeracy	Increase literacy and numeracy skills of PP learners at KS3 To further improve teaching and learning across school and for targeted cohorts. Teaching and learning is very much at the core of our strategy, improving the levels of Literacy and Numeracy for Pupil Premium Students.
3	White British students, particularly boys.	Improve the progress of White British PP students, particularly boys, with more sharply focussed intervention to enable all to catch up.
4	Attendance and Punctuality	Further improve attendance and punctuality and reduce the number of days lost through poor attendance of disadvantaged pupils.
5	Corporate Parent	Develop parental engagement and continue with engagement subsidy. To provide a range of opportunities for students, regardless of their disadvantage to access learning opportunities outside the classroom.
6	Raise Aspirations	Raising aspirations of disadvantaged students. NEET statistics fall below national average for PP Students. The proportion of students entering higher education and sustaining their attendance to be inline or better than national average.

Key Objective 1: Progress and Attainment, particularly for High Prior Attaining students

Raise the attainment of all PP Students with additional focus to diminish the difference between PP High Prior Attaining Students and other PP students.

This objective will be met by the following means:

	Area	Planned Spend	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	Curriculum Tutors	£80000	Additional capacity within curriculum areas 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.	AH	Diminish the attainment difference of PP and non PP students in all year groups.
2	Resources	£2000	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'	Pupil Premium request forms submitted with intended impact reviewed as suitable.	NC	PP students to have specific intervention with resources bought for a specific purpose linked to the curriculum.
3	Leadership	£8000	Whole school CPD and Leading Teaching and Learning Programmes. Leadership support through Real Trust to support development of staff to improve outcomes	Effective Leadership is key to improving student outcomes and there is a need to ensure a sustainable model of current and future leaders within school.	Analysis of intervention and PP progress in curriculum areas. CLs to oversee PP progress and intervention in curriculum areas.	JK	Improved overall headline outcomes for PP students. Pupil Premium students make progress in line with their non PP peers nationally.
4	KS4 Revision	£10000	Intervention schools (outside of school hours) to run with targeted cohorts in year 11. 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.	Termly review of SISRA data in line with the school assessment schedule.	NC	Year 11 PP students improve revision techniques and therefore improve their attainment overall.

5	Master Classes	£8960	Masterclasses to be run in year 11. Students will be identified as those underachieving or at risk of underachieving and will run as an intensive workshop.	EEF - Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.	Analysis of Master Class registers. KS4 data analysis in line with the school assessment schedule.	NC	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.
6	SISRA	£1000	Continue to develop the use of SISRA to track the progress and attainment of PP students overall and key PP groups.	Pupil Premium Innovative Practice Report example of high impact - rigorous monitoring of pupil data and closely 'tracked' student achievement with 'quick' intervention when students are not making expected progress.	Quality Reports and annual health checks from SISRA Consultant	NC	The progress and attainment of Pupil Premium students is rigorously monitored with timely intervention when students are not making expected progress and attainment. Therefore improving the progress and attainment of Pupil Premium students across the school.
7	Pupil Premium Coordinator	£2000	Nominate a named member of staff to coordinate PP spend and monitor impact.	Pupil Premium Innovative Practice Report - targeted use of Pupil Premium funding can significantly improve the academic and wider outcomes of disadvantaged pupils.	Regular Line Management Reviews, regular tracking of Pupil Premium Data. Pupil Premium Annual Impact Report.	NC	Pupil Premium spend is effectively and accurately tracked and interventions monitored.

Key Objective 2: Literacy and Numeracy

Increase literacy and numeracy skills of PP learners at KS3 To further improve teaching and learning across school and for targeted cohorts. Teaching and learning is very much at the core of our strategy, improving the levels of Literacy and Numeracy for Pupil Premium Students.

This objective will be met by the following means:

	Area	Planned Spend	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	English and Maths intervention support	£63,200	Small group intervention to remove barriers to learning, engage parents and enhance academic progress, working with students who are below expectation for English and/or Maths. Catch up year 7 and 8 plan lead and developed by Lead Teachers in English and Maths.	EEF - small group tuition is effective. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Data review after each data collection cycle in line with the school assessment schedule.	JH	Improving Literacy and Numeracy improves student outcomes overall thereby reducing the attainment and progress variation between PP and their non PP Peers.
2	Literacy and Numeracy Resources	£2000	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'	Pupil Premium request forms submitted with intended impact reviewed as suitable.	NC	PP students to have specific intervention with resources bought for a specific purpose linked to the Maths and English curriculum.
3	Year 6 Summer School	£9800	Continue to develop the year 6 summer school to ease transition between y6 and 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.	JH	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.

4	English and Maths Registration Groups in KS4	£12500	Maths and English Registration groups to support students underachieving or at risk of underachieving in Maths or English.	EEF - small group tuition is effective. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Monitoring of attendance to Maths and English Registration Groups. Data review after each data collection cycle in line with the school assessment schedule.	JH	To diminish the difference in progress outcomes Maths and to reduce the attainment gap in English.
6	Whole School Literacy Intervention	£2000	Whole school literacy initiatives – curriculum development and cross curricular sharing of good practice. Catch up sessions, form time literacy, dictionaries, literacy posters, reading books for PP learners	Identified students will increase their literacy skills and be able to access the curriculum more effectively, increasing their attainment overall.	Analysis of assessment data and reading ages; Intervention registers Progress data for English and from catch up plan.	DC/JH	Identified students will increase their literacy skills and be able to access the curriculum more effectively, increasing their attainment overall. Reduction in the PP attainment gap in English.
7	Collaborative work with primary schools with lowest prior attaining year 7 students.	£2000	Lowest prior attaining Students in year 7 (54% Pupil Premium) to attend local Primary School for intervention lessons.	EEF - School programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.	Feedback after each session between Lead Teachers. Data analysis after each data collection in line with the school assessment schedule	CI/JH	Diminishing the difference in maths between Lower prior attaining PP Students and their peers.
8	Speech and Language Therapy	£17100	Continue to provide targeted level and group level speech and language therapy for identified students in all year groups.	Previous years SaLT Impact reports have proven very effective.	SaLT Termly and Annual Impact Report. Reviewed in SENCO Line Management.	AH	Students identified speech and language will improve, as a result they will improve in confidence and be able to access the curriculum more effectively.

9	Reading Recharge	£1500	Ensure that 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 intervention.	EEF stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices. EEF research shows online books and electronic readers increased reading ages and comprehension.	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/JH	Students achieve their chronological reading age. Students have a wider knowledge of vocabulary and are able to infer the meaning of words, enabling them to access the wider curriculum
---	------------------	-------	---	---	---	-------	--

Key Objective 3: White British PP students, particularly boys.

Improve the progress of White British PP students, Particularly boys, with more sharply focussed intervention to enable all to catch up.

This objective will be met by the following means:

	Area	Planned Spend	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
4	Manchester United Foundation Hub Mentoring	£12500	Specific Mentoring Programme lead by Manchester United Foundation Hub Officer	EEF - Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment.	Regular Review of attainment for those involved. Monitor attainment of students before and after involvement to gauge effectiveness.	AS	Diminish the difference overall between WB PP boys and all boys both in school and nationally.
2	Specific Mentoring Programmes	£1000	Introduce intervention and mentoring groups in key stage 4 to raise aspirations. Activities will vary from programme to programme, sometimes including direct academic support with homework or other school tasks.	EEF - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.	Regular review of intervention groups at each data collection in line with the school assessment calendar. Intervention impact reports created and analysed at each data collection.	NC	Each year 11 child has a named mentor and targeted intervention to suit their specific need therefore improving outcomes for PP students.

Key Objective 4: Further improve attendance and punctuality of PP students

Reduce the number of days lost through poor attendance of disadvantaged pupils.

This objective will be met by the following means:

	Area	Planned Spend	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	Attendance	£5800	Improve the attendance of Pupil Premium Students through the use of strategies, rewards and incentives. Education Welfare Officer 2 days per week.	National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement	Attendance reporting throughout each half term. Member of SLT responsible for Attendance to monitor as per Line Management schedule. Year Group and Sub group KPI's.	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.
2	Persistent Absentees	£1000	1 to 1 mentoring for repeat PA students, zero tolerance on all absence and having medical evidence from all 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. Focus groups set up within SISRA and SIMs to analysis PA's and those students who were once PA's.	AS	Reduction in the number of PP students who are persistent absentees.
3	Punctuality	£1000	Incentives for excellent punctuality and hold panels for punctuality with the Education Welfare Officer	National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement	Punctuality reporting throughout each half term. Member of SLT responsible for Attendance to monitor as per Line Management schedule. Year Group and Sub group KPI's.	AS	Reduced lateness to school of disadvantage students half term on half term.

4	Manchester United Foundation Hub Attendance Mentoring	£12500	Specific Mentoring Programme lead by Manchester United Foundation Hub Officer	The specific mentoring programme implemented by NP (MUF Hub Officer) was trialled last year and the results were encouraging. 26% of the PP students increased their overall annual attendance.	Regular Review of attendance for those involved. Monitor attendance and attainment of students before and after involvement to gauge effectiveness.	AS	Increase in the attendance e of the mentored students, bringing them back in line with their non PP peers.
---	---	--------	---	---	---	----	--

Key Objective 5: Corporate Parent

Develop parental engagement and continue with engagement subsidy. To provide a range of opportunities for students, regardless of their disadvantage to access learning opportunities outside the classroom.

This objective will be met by the following means:

	Area	Planned Spend	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	Parental Forum	£500	Further marketing of the parental forum, promoting active engagement of parents in supporting their children's learning at school	EEF Toolkit - Parental involvement is consistently associated with pupils' success at school. Research shows that students who receive appropriate affective support perform better in school (Deslandes et al., 1997).	Regular Feedback from parents who have attended the forum.	JK	Improved home/school communication resulting in improved overall outcomes for Pupil Premium students.
2	Homework	£3000	Continue to support the roll out of Show My Homework. Provide incentives for PP students to engage with it and provide further training for staff.	"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. Department staff champions to raise the profile.	JH	All students regardless of disadvantage have access to homework raising the profile of homework across the school.
5	Engagement Subsidy	£33000	Support for students to overcome barriers to school participation such as transport, educational visits and uniform.	PP students are not inhibited by financial constraints, in turn raising their participation and attainment overall.	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. Learner Voice	JK/NC	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.
6	Behaviour Mentoring	£40500	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.	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools - EEF	The learning of the majority of learners should not be disrupted by low level disruption from a small minority. Qualitative evidence from external inspections and SLT learning walks will evidence the effectiveness of the strategy.	AS	A reduction in the number of PP students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.
7	Inclusion support	£29023	To continue to support the inclusion facility.	EEF Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Reviewed during inclusion staff line management.	AH	A continued reduction in the number of students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded.

Key Objective 6: Raise Aspirations

Raising aspirations of disadvantaged students. NEET statistics fall below national average for PP Students. The proportion of students entering higher education and sustaining their attendance to be inline or better than national average.

This objective will be met by the following means:

	Area	Planned Spend	Action	What is the evidence for this choice?	How will we ensure it is implemented well	SLT Lead	Desired outcome
1	Positive Steps	£6000	Continue to provide Specialist careers advice from Positive Steps 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 - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success	All pupil premium students will receive 1 to 1 careers advice and guidance from Positive Steps, PP students will be seen as first priority 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 percentage of HA PP students going on to Higher Education.
2	National Collaborative Outreach Programme and Raising Aspirations	£1500	We will support the National Collaborative Outreach Programme (NCOP), which aims to support the most disadvantaged young people in England to progress into higher education. Raising Aspirations Scheme focussing on PP students in year 9.	This new programme aims to increase the number of young people from disadvantaged backgrounds in higher education by 2020.	Regular review of progress of students on programme. Monitoring of destinations of students who participate in the programme.	AS	Higher percentage of our PP students going on to Higher Education.

Date for review: September 2019