

Pupil Premium Policy

Overarching Principles

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.

Overall Objectives:

- Middleton Technology School will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

How we will ensure effective use of the Pupil Premium

- The Pupil Premium will be clearly identifiable within the budget.
- The delegated Senior Leader in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the individual school has legitimately identified as being socially disadvantaged.
- The school will assess what additional provision should be made for the individual pupils.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium.
- The delegated Senior Leader will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor evaluate and review the success of the impact of the pupil premium funding.

Provision

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning.
- Facilitating pupils' access to education and the curriculum through additional or specialist resources e.g. laptops.
- Additional teaching and learning opportunities provided through learning mentors, Curriculum tutors or external agencies.

Reporting outcomes

It will be the responsibility of the designated Senior Leader to produce a report for the Governing Body that will include:

- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This will alongside a provision map for Pupil Premium be posted on the school website.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.

Pupil premium spending report

Total funding allocation

Number of FSM students on roll

Number of CLA on roll

Strategies for 'narrowing the gap'	Cost	By who	By when	Impact
Improving performance in assessment data/students making more than expected progress <ul style="list-style-type: none"> • <i>Breakfasts</i> • <i>Use of Curriculum tutors to support learning</i> 				
Increasing reading/number age as a result of structured intervention <ul style="list-style-type: none"> • <i>Literacy curriculum</i> • <i>Numeracy curriculum</i> 				
Improvement in attendance and punctuality <ul style="list-style-type: none"> • <i>Attendance panels</i> 				
Reduction in the number of behaviour incidents <ul style="list-style-type: none"> • <i>Introduction of a simpler system for behaviour support 4Ps.</i> 				
% of students exceeding expectations <ul style="list-style-type: none"> • <i>One2One tutoring</i> 				
% increase in pupils completing homework <ul style="list-style-type: none"> • <i>Introduction of an online homework system. www.showmyhomework.co.uk</i> 				
Improvement in parents engaging with school <ul style="list-style-type: none"> • <i>Focused parental forum</i> 				
Feedback and marking <ul style="list-style-type: none"> • <i>Books are the main priority for staff appraisal</i> 				
Ensuring there are no barriers to school participation <ul style="list-style-type: none"> • <i>Funding for school trips</i> • <i>Purchases of uniform</i> 				

Literacy and Numeracy catch-up premium

What is Year 7 Literacy and Numeracy catch-up premium?

All schools are given additional funding to support Year 7 students who were below the national average for literacy and/or numeracy at the end of KS2 (Year 6).

Schools are given an additional £500 for every Year 7 student who achieved lower than Level 4 in reading and/or maths at the end of KS2.

How much do we receive?

In the year 2015-2016 we received £16,000

In the year 2016-2017 we estimate we will receive a similar amount (the funding for 2016-2017 will be released in February 2017).

How the money has been spent

Last year our money was spent on contributions to the salaries of the staffing roles listed below:

- Literacy co-ordinator
- Numeracy co-ordinator

These members of staff helped our Y7 students in the following ways:

- Provided and organised 1-1 assistance and small group work both during lesson time and at other intervention time during the school day.
- Provided and organised Literacy and Numeracy programmes to take place during form time.

How we intend to spend next year's funding (2016-2017)

We will maintain our commitment to the roles mentioned above. These staff will continue with similar strategies to help our less able students in Year 7 to make better progress.

Approved by Governors 24.1.2017