

Middleton Technology School Pupil premium Strategy Statement

1. Summary information					
Academic Year	2016/17	Estimated PP budget	£370,560	Date of most recent PP Review	Sep 2016
Total number of pupils	1178	Number of pupils eligible for PP	410	Date for next internal review of this strategy	Sep 2017
<p>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.</p> <p>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.</p>					

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 score average (2016)	+0.1	+0.36
3. School identified barriers to future attainment		
A.	Low levels of literacy	
B.	Low levels of numeracy	
C.	Poor Attendance	
D.	Challenging social, emotional and behavioural needs	
4. Desired outcomes		Success criteria
A.	Increased attainment for disadvantaged pupils in English and Maths.	Higher progress 8 scores for English and maths for disadvantaged pupils than 2015/16. No gap between progress 8 scores in English

and Maths for disadvantaged pupils at MTS and other pupils nationally.

Higher overall progress 8 score than in 2015/16.

No gap between overall progress 8 for disadvantaged pupils at MTS and other pupils nationally.

Higher % attendance for disadvantaged pupils than in 2015/6.

Lower % of persistent absentees who are disadvantaged than in 2015/16.

Overall rates of attendance and persistent absenteeism for disadvantaged pupils in line with other MTS pupils.

Reduction in the % of disadvantaged pupils

B. Increased attainment overall for disadvantaged pupils.

C. Increased levels of attendance for disadvantaged pupils.

D. Improved behaviour for learning and engagement with school.

who receive 10 or more behaviour points.

Overall behaviour for learning scores for disadvantaged pupils in line with other MTS pupils.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	When will we review implementation?
Progress in Maths and English for disadvantaged pupils in line with national average for	Literacy and Numeracy coordinators in English and Maths to co-ordinate strategies and	Additional maths and English support for identified pupils during form time. Maths Rocks increasing	Regular review of pupil progress through data collection cycle. Meetings between departments to	Throughout the year in line with the assessment calendar.

other pupils.	track progress in department. Maths rocks AM sessions.	attainment in maths.	share approaches to disadvantaged students.	
Progress 8 score for disadvantaged pupils in line with other pupils nationally.	Senior leader with overall responsibility for co-ordinating a range of strategies that will improve school progress .	Having a lead focus enables all key staff to be informed about disadvantaged students with senior leader having responsibility for gap closure.	Senior Leader will oversee meetings between faculties and pastoral team to ensure progress is monitored and impact is measured.	This is a KPI throughout the year but monitored alongside data collection points. Regular meetings arranged to monitor subject areas and response to data an agenda item in SLT meetings.
Accelerated progress in literacy.	1 to 1 literacy support. Speech and Language Therapist. Specific literacy		Regular review of pupil progress through data collection. Reading ages are	Throughout the year in line with the data collection cycle. Students will then be selected/deselected based on need and results of intervention.

	<p>classes for identified students.</p>		<p>tested at the beginning of the process and again throughout.</p>
<p>Increased attendance and well-being of disadvantaged pupils.</p>	<p>1 to 1 support of mentors.</p> <p>Monitoring of attendance of disadvantaged pupils and intervention where necessary by Behaviour Support Assistant.</p>		<p>Analysis of attendance and persistent absenteeism data.</p> <p>Staff identify the students who have attendance issues. Attendance reports to be reported half termly.</p>
<p>Improved behaviour and engagement</p>	<p>1 to 1 and small group support from</p>		<p>Through weekly pastoral meetings.</p> <p>Analysis of attitude</p> <p>Behaviour Support Assistant and Inclusion Manager identify and work with the students</p>

with school.

Inclusion
Manager and
team.

to learning and
progress/attainment
data.

experiencing issues. The data
collection cycle will demonstrate
improvements in affected
students.

6. Review of expenditure - Previous Academic Year - 2015/16

How the money has been spent

- Use the literacy curriculum to develop phonics skills in students below Level 4.
- Providing a Speech and Language Therapist.
- Providing AM extra lessons, homework clubs and additional holiday revision sessions.
- Providing a Behaviour Support Assistant and Inclusion Manager to support our PP students with their behaviour.
- Providing school uniform.

- Subsidising the cost of educational visits and trips.
- Providing a wide range of additional resources for various subjects to enable PP students to access the curriculum.
- Rewards and Incentives for the attendance of PP pupils

Assessing the impact

It is clear from the information below that in 2016 our PP students performed very well compared to national averages. However the gap in achievement between our PP and other students is still wider than we would like and this is an area of focus for us this year.

7. Additional detail

Summary of analysis of 2016 exam results for disadvantaged pupils. The table below shows the provisional data from the 2016 exam outcomes for disadvantaged pupils at MTS and compares their achievement and progress with the achievement of other pupils (i.e. not disadvantaged) nationally .

	MTS Disadvantaged Pupils	National Pupils
Key Stage 2 Average Point Score		
Average Total Progress Score	0.1	0.0 (all pupils)
Average English Progress Score	-0.3	0.0 (all pupils)
Average Maths Progress Score	0.3	0.0 (all pupils)
Average Ebacc Progress Score	0.2	0.0 (all pupils)
Average Open Progress Score	0.1	0.0 (all pupils)
% achieving A*-C in English and Maths	49%	69% (other pupils)
% making expected progress in English Language	71	58 (other pupils)
% making expected progress in Maths	67.7	48 (other pupils)