

## New Mills School & Sixth Form

### Pupil Premium Plan 2016-17

**Published:** Sept 2016

**Review:** Jan 2017

#### **Pupil Premium Funding**

The Pupil Premium was introduced in April 2011 and gives schools extra funding to raise the attainment of pupils eligible for it from reception to year 11. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for the premium and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Government has allocated funding to support:

- Students in receipt of free school meals (FSM) or who have claimed free school meals in the last six years
- Students who are looked after by the Local Authority, and
- The children of Armed Service families

|  | <b>Pupil Premium Grant per pupil</b> |
|--|--------------------------------------|
| Pupils in Year group R-6 recorded as Ever 6 FSM  | £1,320                               |
| Pupils in Year group 7-11 recorded as Ever 6 FSM   | £935                                 |
| Looked After Children (LAC)  | £1,900                               |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £1,900                               |
| Service children: Pupils in year groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence   | £300                                 |

Students eligible for the pupil premium are identified in this school using data from the Department for Education's "Key to Success" database. Funding is allocated from the January school census. Students who become eligible for free school meals whilst on the school's roll are added to this cohort of students.

Total Pupil Premium Grant 2016/17 = £114,070 (122 Ever 6 FSM on January 2016 census)

| Year  | Number of Eligible Students (Sept 2016) | Total Students Y7-Y11 (Sept 16) |
|-------|---|---------------------------------|
| 7     | 29                                      | 116                             |
| 8     | 25                                      | 100                             |
| 9     | 27                                      | 83                              |
| 10    | 30                                      | 100                             |
| 11    | 15                                      | 86                              |
| Total | 126                                     | 485                             |

The Pupil Premium is paid to the school and it is for the school to determine how it is spent. The school is required to publish an annual plan for the use of its Pupil Premium funding and to publish an annual report evaluating the impact of the funding.

Looked after children (who have been "looked after" for one day or more) are eligible for £1900 of pupil premium funding. In Derbyshire this money is held by the Virtual School Headteacher for Children in Care. £300 per term of the grant can be released to schools using a system of provision mapping. Additional sums may be available by application. At New Mills we currently have two students who fall into this category.

#### **Governance and Leadership of Pupil Premium Spending**

The governing body is responsible for approving the arrangements for the use of the Pupil Premium and for monitoring the impact of that spending. At New Mills School the Resource Management committee monitors Pupil Premium income and spending as part of its financial oversight role.

The school's annual Pupil Premium Plan is approved by the Teaching and Learning & Community Links committee. This committee also receives termly reports on the impact of the Pupil Premium Plan and approves the school's annual report on Pupil Premium spending and its impact.

At New Mills School the assistant headteacher (student outcomes) is the named staff member who leads on pupil premium work.

## Evidence and Context to Pupil Premium Spending at New Mills School

At New Mills School we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. We have also developed our own approach to the Pupil Premium since its inception in April 2011. Therefore, for 2016-2017, we have once again reviewed and revised the ways in which we are planning, budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, instance we continue to access the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- 'The Pupil Premium, How schools are spending the funding successfully to maximise achievement.' OFSTED (2013).
- 'The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils.' OFSTED (2012).
- 'Subject to Background, Sutton Trust, (2015).

Thirdly, we increasingly compare our experiences to other similar schools:

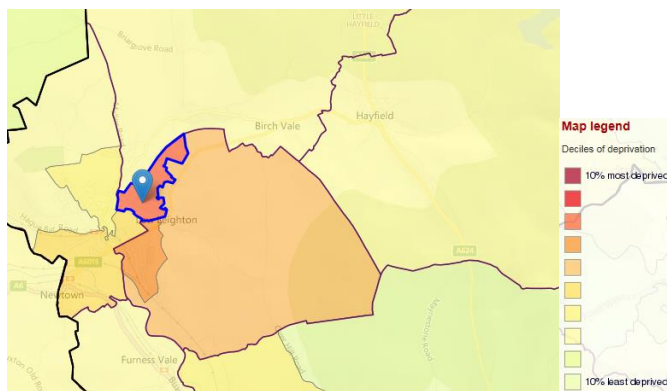
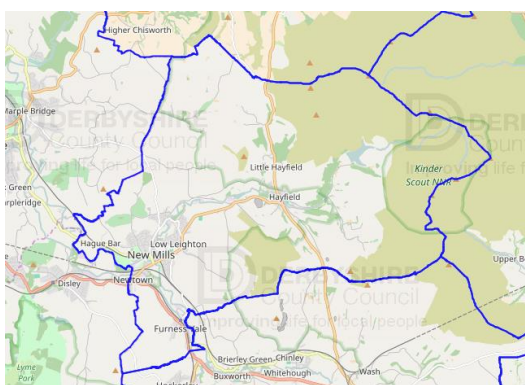
<https://educationendowmentfoundation.org.uk/attainment-gap/families-of-schools-database/new-mills-school-business-enterprise-college-sk22-4nr/>

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on students eligible for it.
- We are aware that within our Pupil Premium cohort there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the Pupil Premium cohort
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how Pupil Premium funding is being spent.
- We will ensure that teachers know which pupils eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

## Local Context

New Mills High School serves a very polarised area. Our catchment covers a wide spectrum of deprivation. We serve some of the top 30% of deprived areas (when compared against national – 2015 data) and some of the bottom 30% of deprived areas.



<https://maps.derbyshire.gov.uk/connect/analyst/mobile/#/main?mapcfg=portal> <http://dclqapps.communities.gov.uk/imd/idmap.html>

With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Staff are tasked with identifying barriers and reviewing progress through our snapshot reporting system and supplementing with anecdotal observations. We rely heavily on our Year Managers, Progress Leaders and Faculty Team Leaders and HLTAs to identify emerging needs and deliver interventions.

At the same time, historically, we have evidence that points us towards four broad barriers in the High Peak area:

- Family history of reduced engagement with school life such as attendance at parent consultation evenings
- No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation
- Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment

All of our strategies can be linked to these local issues.

### **Aims of Pupil Premium at New Mills School**

Our core purpose is to ensure that students of all abilities and backgrounds have high aspirations and achieve their potential. By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at New Mills this will be demonstrated through our headline figures. We aim to identify skills gaps, and address them, as early as possible. Therefore, during the 2016 – 2017 academic year we will increase, even more, our provision and interventions (when needed) in all year groups. However, following a review of our 2015-16 plans, we have also identified the following strategic aims for the pupil premium cohort:

- A. Being ready to learn
- B. Engaging with school (students and families)
- C. Learning and achieving

Being ready to learn is focussed on making sure students attend school, on time.

Engaging with school is ensuring that when the students are in school they make the most out of the opportunities afforded to them. This aim involves supporting students to behave well, have good attitudes to learning, and participate in extra-curricular activities. It also involves working with families to make sure the child's education is supported at home.

Learning and achieving focusses on the outcomes of a student's time at New Mills School. It looks at ways to maximise progress and attainment as well as the future education and careers of our students

The detailed pupil premium plan is based on these three aims. These have been generated in response to local barriers identified as:

- Attendance of students eligible for the Pupil Premium is historically significantly lower than students not eligible for the Pupil Premium, and declined last year. This reduces learning time which has a detrimental impact on their progress.
- Persistent absence amongst students eligible for the Pupil Premium is significantly worse than for students not eligible for the Pupil Premium
- Punctuality of students eligible for the Pupil Premium is historically significantly lower than the punctuality of students not eligible for the Pupil Premium. This leads to important messages being missed and learning negatively impacted
- School support systems have been rendered ineffective as there is poor parental engagement from certain families with students eligible for the Pupil Premium
- The extra-curricular participation of students eligible for the Pupil Premium students is historically significantly lower than that for students not eligible for the Pupil Premium. Student surveys indicate only a small minority participate in any activities outside of school. This leads to a lack of breadth in experience for these students
- Poor behaviour of some individual students eligible for the Pupil Premium is hampering their access to learning and therefore their progress
- Increasing proportion of PP students, and shifting ability profiles in different year groups means an individualised approach is required
- As a school we have increasing within school gaps on entry, and usually negative national gaps on entry (except in our current Y10)
- The leaving Y11 cohort of students eligible for the Pupil Premium made less progress than their peers who weren't eligible for the Pupil Premium. This is significantly so for male students and lower ability students. This positioned students eligible for the Pupil Premium well below the non-eligible students nationally. An in depth evaluation of the approaches taken with the eligible students in this year group over the last 5 years needs to inform practise going forwards
- There are high employment rates in the High Peak area (only 1.1% unemployed in 2015), but those who don't commute out of the area are predominantly employed in lower paid, manufacturing jobs (average earnings for High Peak was £386/week in 2014, compared to national average of £503/week). We have a large local employer (Swizzels Matlow) in this sector, with generations of families working there. This can limit aspiration, particularly amongst the eligible students.

Current attainment at New Mills School is as follows:

|                            | Pupils eligible for PP at NMS | Pupils not eligible for PP Nationally |
|----------------------------|-------------------------------|---------------------------------------|
| Progress 8 Score Average   | -0.35                         |                                       |
| Attainment 8 Score Average | 40.38                         |                                       |

The overall impact of this plan should be reflected in an improvement in these scores for 2016/17. The impact of each strategic aim of this work will be ascertained through the following measures comparing students eligible for the Pupil Premium with those who are not eligible:

- 1) Being ready to learn
  - i) No significant differences in attendance\*
  - ii) A difference of less than 10% between eligible students and non-eligible students in the percentage of the cohort persistently absent (90% attendance)
  - iii) No significant differences in punctuality\*
  - iv) A difference of less than 10% between disadvantaged and non-disadvantaged in the percentage of the cohort fixed term exclusions
  
- 2) Engaging with school (students and families)
  - i) No significant differences C3 and C4 incidents\*
  - ii) A difference of less than 10% between eligible students and non-eligible students in the percentage of the parents attending parents evenings
  - iii) A difference of less than 10% between eligible students and non-eligible students in the percentage of the students attending extra-curricular provision
  - iv) No significant differences in 3R's scores\* or work scrutiny
  - v) Positive pupil voice
  
- 3) Learning and achieving: For disadvantaged pupils as a cohort, and when analysed for gender and ability differences there is:
  - i) No significant differences in progress 8 measures\*
  - ii) No significant differences in attainment 8 measures\*
  - iii) A difference of less than 10% between eligible students and non-eligible students on the basics measure
  - iv) A difference of less than 10% between eligible students and non-eligible students on the EBacc measure
  - v) All D students continue to appropriate further education and training

(\*) Notes:

*Significance: Significance tests will be performed on the data using a 95% confidence interval. The New Mills disadvantaged cohort's values will be tested against the New Mills non-disadvantaged cohort's for each measure. Where possible, the New Mills disadvantaged cohort's values will also be tested against the national non-disadvantaged cohort's for each measure.*

*EBacc: This target is calculated as a percentage of those students who actually took the EBacc and not of the whole cohort. A measure is not statistically significantly different from average if its 95% confidence interval contains the average. If the measure's confidence interval is completely above the average, then we say it is "statistically significantly above average", denoted by "sig+". Alternatively, if the measure's confidence interval is completely below the average, then we say it is "statistically significantly below average", denoted by "sig-"*

*EBacc: This target is calculated as a percentage of those students who actually took the EBacc and not of the whole cohort.*

## Monitoring and Intervention

At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Students who are eligible for the Pupil Premium may require interventions in addition to the high quality lessons they receive.

We fully appreciate that no single intervention will provide a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At New Mills School this is done on a daily basis in lessons by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of snapshots which in turn allows middle and senior leaders to make informed choices. Snapshot information forms the basis of many of our conversations surrounding the impact of our Pupil Premium spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Pupil Premium spending

### Day to day

- Teachers monitor progress within lessons and implement wave 1 intervention where required
- Progress Leaders (PL) meet on a fortnightly basis with year manager (YM) and SLT link to review and plan interventions for individuals
- Progress Leaders (PL) meet on a fortnightly basis with AHT student outcomes to review and plan interventions for "groups" (including the Pupil Premium cohort)
- PL link with faculties concerning individuals
- Reports made to SLT at weekly SLT meetings by AHT student outcomes on these meetings to secure planned actions
- SIMS used to report attendance and behaviour issues. Student support manager tracks on a daily basis and reports to YM weekly. YM intervene with set procedures concerning attendance.
- Some interventions (usually ad hoc) take place outside of this process. These are tracked by the AHT who links with the relevant member of staff

### Medium Term

- Snapshots are collected across the school in line with the calendar. These are reviewed at all levels from class teacher through to HT. AHT (student outcomes) specifically looks at the Pupil Premium cohorts. All subjects receive reports and progress and attainment of Pupil Premium students.
- Year team convenes for a RAG meeting and determines gaps in intervention for students eligible for the Pupil Premium. PL and YM fill gaps where possible to do so
- AHT (student outcomes) reports to SLT on the PP cohort
- FTL's plan interventions and discuss with SLT link
- Staff track and monitor interventions using the in house intervention trackers
- AHT (personal development, behaviour and welfare) reports to SLT on attendance and behaviour. AHT intervenes with set procedures concerning attendance and behaviour
- Pupil Premium report presented to the Governors

### Long Term

- AHT (student outcomes) draws up Pupil Premium Plan from shared strategic vision with HT
- SLT track and monitor national trends and developments to measure and inform interventions.
- Full review of data carried out by the AHT. Whole school data tracked back to interventions
- Full review of data carried out by teachers and FTL. Faculty data tracked back to interventions
- Annual Report provided to the governors and published on the school website.

## Pupil Premium Plan Overview

The table below show how each intervention provided by New Mills School contributes to the three strategic aims:

| Area of Work | Being ready to learn |    |     | Engaging with school (students and families) |    |     |    |   | Learning and achieving |    |     |    |   |
|--------------|----------------------|----|-----|--|----|-----|----|---|------------------------|----|-----|----|---|
|              | i                    | ii | iii | i  | ii | iii | iv | v | i                      | ii | iii | iv | v |
| A            | ✓                    | ✓  | ✓   | ✓  |    |     |    | ✓ | ✓                      | ✓  | ✓   |    |   |
| B            | ✓                    | ✓  | ✓   | ✓  | ✓  |     |    |   |                        |    |     |    |   |
| C            |                      |    |     | ✓  |    |     |    |   |                        |    |     |    |   |
| D            | ✓                    | ✓  |     |  |    |     |    | ✓ | ✓                      |    |     |    |   |
| E            |                      |    |     | ✓  | ✓  | ✓   |    | ✓ |                        |    |     |    |   |
| F            |                      |    |     |  | ✓  | ✓   | ✓  | ✓ | ✓                      |    |     |    |   |
| G            |                      |    |     |  |    | ✓   |    |   | ✓                      | ✓  |     |    | ✓ |
| H            | ✓                    | ✓  | ✓   | ✓  | ✓  | ✓   | ✓  | ✓ | ✓                      |    |     |    |   |
| I            |                      |    |     |  |    | ✓   |    |   |                        |    |     |    |   |
| J            |                      |    |     |  |    |     |    |   |                        |    |     |    | ✓ |
| K            |                      |    |     |  |    |     |    |   | ✓                      | ✓  | ✓   | ✓  |   |
| L            |                      |    |     |  |    |     |    |   | ✓                      | ✓  | ✓   | ✓  |   |
| M            |                      |    |     |  |    |     |    |   | ✓                      | ✓  | ✓   | ✓  |   |
| N            |                      |    |     |  |    |     | ✓  |   | ✓                      | ✓  | ✓   | ✓  |   |
| O            |                      |    |     | ✓  |    |     | ✓  | ✓ | ✓                      | ✓  | ✓   | ✓  |   |

A: The Bridge

B: Year Managers – Attendance and Punctuality

C: School Uniform

D: School Counsellor

E: Year Managers – Behaviour and Involvement

F: Progress Leaders – Habits

G: Trips

H: Induction

I: Music Lessons

J: Careers

K: Accelerated Reader

L: HLTA time

M: Study Resources

N: Progress Leader – Tracking and Tailoring Provision

O: Promoting Excellent Teaching