**Pupil Premium strategy New Mills School**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | New Mills School | | | | |
| **Academic Year** | 19/20 | **Total PP budget** | £124,300 | **Impact report** | |
| **Total number of pupils** | 574 | **Number of pupils eligible for PP** | 115 | **Pupil Premium Lead** | Mr I Withers |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Current attainment** | | | | | | | |
|  | | | | **Pupils eligible for PP New Mills School** | | **SISRA collaboration figures** | **Pupils not eligible for PP (19/20 national average data not published at the time of writing)** |
| **19/20** | **18/19** |
| **Progress 8 score average** | | | | **-0.875** | **-0.749** | **0.01** | **0.13 (18/19 figures)** |
| **Attainment 8 score average** | | | | **37.92** | **33.94** | **50.67** | **50.3 (18/19 figures)** |
| **Ebacc Entry** | | | | **22.20%** | **25%** | **37.40&** | **45% (18/19 figures)** |
| **Percentage of Grade 5+ in English and maths** | | | | **33.30%** | **14.30%** | **49.20%** | **50% (18/19 figures)** |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | |
| **A.** | Lack of desire for success | | | | | | |
| **B.** | Poor understanding of their own neuroplasticity leading to low self-regulation skills as a learner | | | | | | |
| **C.** | Vocabulary deficit | | | | | | |
|  | | | | | | | |
| **D.** | Low attendance | | | | | | |
| **E.** | Poor parental engagement | | | | | | |
| 1. **Intended outcomes *(specific outcomes and how they will be measured)*** | | **Success criteria** | **Impact** | | | | |
|  | Students have a coherent sense of direction and self-worth | Destinations data Qualitative/Quantative  Improved pupil voice  Well documented PD log  Well evidenced leadership ladder  DA students conduct rewards data | **Positive reinforcement in lessons 5:1 model:** Achieved 6:1 – needs embedding/close gap on NPP which was 13:1  Classcharts Wellbeing tracker was utilised during lockdown for students to log any concerns over their wellbeing. Of the 172 reports of personal wellbeing concerns 27% from DA students across all years. Follow up calls to parents and students took place by year managers and family support workers after each report from a concern. Decisions around safeguarding and /or external agency referrals were made after each call in order to provide bespoke support if required.  Destinations data shows that all DA students secured further education or training for September 2020. | | | | |
| Expenditure:   * Assistant Headteacher Pupil Premium Lead - £2000 Additional time for focused tracking with leaders narrowing gaps, securing expected and better progress * Study Resources/Equipment £3000 * Careers 30% of funding from PP £2450 * 3 x Year Managers 40% of wages (£36000) supporting DA students behaviour, attendance & well being | | | | | | | |
|  | Better learning behaviour’s generating better progress | Demonstrate closing of progress gap (P8, SPI, ALPS)  Fewer call outs/FTE’s | Whole school ALPs data 19/20 – PP 5, NPP 2  The gap has been ‘3’ for the last three years. Even though ALPs scores improved this year the gap has remained.  Full cohort entries did see Improvement in progress for DA students in Maths (19/20=5 & 18/19=8) and Combined Science (19/20=5 18/19=9) on the previous year. Whilst improvement in progress is clearly evident and strategies in lessons particularly wave 1 interventions have had positive impact. There remains concerns over the gap between DA and NDA students in these subjects however, with the gap in Maths remaining the same on the previous year (ALPS grade difference of 2). Combined Science gap increased from 18/19 ALPs score of 1 to 19/20 score of 2. The progress gap in English Language and Literature increased on the previous year with progress of DA students not making any improvements on the previous year.  A number of option subjects saw the progress gap between DA and NDA close. 6 out of 15 subjects have closed the progress gap on the previous year and significant improvement in progress can be seen in the separate sciences. However, the gap has increased on the previous year despite the overall ALPs score being improved. The progress of students in History has seen both improvement and closing of the gap between DA/NDA. It is important to note that the DA cohort sizes for these subjects are relatively small and individual students have a significant impact on data both positively and negatively.  Ten DA students received HLTA support in Maths. This enabled 40% of DA students achieve a 9-4 grade. All 10 students achieved a GCSE grade.  Extensive support was put in place by year managers, family supports workers and teaching assistants in order to support both emotional and mental wellbeing but as well, learning behaviours during lockdown. A significant number of DA students required support with classcharts and accessing learning materials. This support was provided by helping secure logon details, emailing teachers to seek support and guidance, liaising with patents to help them understand the demands of the software amongst others. All DA students who were eligible for digital devices as per the government scheme were catered for and received that support.  DA students were also, supported with work by staff providing hard documents where necessary and making home visits in order for students to access the work. A large number of DA students were supported, however, 8 specific students that were supported in this way made great lengths in improving their work output. This information was monitored by year managers by looking at logon records of the students so they could see when they has last accessed the work. From this contact was made and interventions put in place.  **Behaviour Data**  A higher proportion of the total FTE’s were from DA students. 47% of all FTE’s were apportioned to DA students with 8 individuals contributing to that percentage. However, this is a 2% reduction on DA FTE’s from the previous year. A number of interventions were put in place to support those students. One student was responsible for half of the DA FTE’s. This student is now on a managed move with a view to a fresh start. 4 students were Year 11 and have now left. Leaving 3 other students contributing to the remaining 6 FTE’s. A significant involvement from a range of outside agencies were involved with these students and the family in order to address a wide range of issues which impact on school behaviour. | | | | |
| Expenditure:   * 3 x Year Managers 40% of wages (£36000) supporting DA students behaviour, attendance & well being * HLTA Bridge £30000 * T&L Briefing’s, all teaching staff to attend £1800 * HLTA’s Eng /Maths £21000 (14 hrs) | | | | | | | |
|  | Students have the broader vocabulary they need to facilitate success in its broadest sense | Accelerated reader data  Action research data (10 words in subjects)  HLTA - English Literature results | **HLTA Eng Lit group Yr 10/Yr 11 interventions**  Five PP students received additional HLTA support in a targeted intervention. Alongside 4 PP students that received additional in class support. 30% of these students achieved a 9 to 4 grade through these interventions.  Year 10 Literature results: 66% of the cohort achieved target grade with one student exceeding target by one grade.  **SEN Reading scheme/SNIP interventions:** 9/29 students selected for reading and SNIP interventions were DA students which had additional learning needs. Assessment of reading ages were due to be completed in July 20. – Carried over. Accelerated Reader programme (Year 7 only) showed the DA students made good progress in relation to the scaled score predicted for the year. Predicted score for the year is 123. DA students had achieved 105 by the end of the first term. The final 2 assessments were due to take place in March and July 2020. SNIP interventions closely support accelerated reader as a means of students improving their literacy skills. | | | | |
| Expenditure:  • Accelerated Reader £2500  • HLTA’s Eng /Maths £21000 (14 hrs)  • HLTA Bridge £30000 | | | | | | | |
|  | Improved attendance | Absence rates and persistent absence rates for Disadvantaged students is at least in line with national – (IDSR) | **National Figures for 18/19 – Data for 19/20 not yet published**  **Up to covid lockdown (Sept 19 to March 20)**  **Attendance 94.8% - school attendance**  DA 90.7% (NAT 92.5%) 18/19 – 91.8% 1.1% increase in absence on the previous year  NDA 95.7% (NAT 95.6%) 18/19 – 95.9% 0.2% increase on previous year (in line with national)  Covid impact on attendance up to lockdown implementation saw an increase in absence due to concerns by parents of the health of their children. Absence increased primarily in DA students due to the complex needs that a number of households had and the family dynamic of medical issues that exist within those families.  **Family Support Worker** – direct work with a Yr 11 student and the family enabled attendance to improve above 90%. Higher than Year 10 therefore enabling her to achieve 8 GCSE grades inc English Lit and Lang at a grade 4.  Counselling support for a Yr 11 student enabled attendance of 85% in Year 10 to rise above 91% in Year 11. This student developed confidence and improved self-esteem which enabled her to access more lessons and achieve 8 GCSE grades at 9 to 4. Inc’ grade 5’s in Science, English and Maths.  Three, Yr 11 DA students received support from the **Bridge** in improving their attendance or stabilising their attendance from getting worse. This enabled them all to achieve a number of grades.   * YD, HT1 of Yr 11 – attendance was 75% - support from the Bridge introduced. Attendance rose to 86% by lockdown. 8 grades from 9 to 4 inc Maths, English and Science achieved. * KW – Yr 10 – 59% - support in place by the Bridge. Yr 11 89% by lockdown. 4 GCSE grades achieved despite a very difficult home situation. * JW – Serious Medical issues. Did not attend school in Year 10 due to medical condition and completed basic home schooling sporadically due to condition. Returned to school in the Bridge in Year 11 at the start of half term 2. By lockdown attendance was 72.4%. 3 GCSE grades were achieved despite missing the whole of Year 10 and partial Year 11. | | | | |
| Expenditure:  • 3 x Year Managers 40% of wages (£36000) supporting DA students behaviour, attendance & well being  • Student Support Manager (£7000) 30% of salary  • HLTA Bridge £30000  • Early help service contribution from PP £9000  • School Counsellor 60% of funding from PP £5400  • Trips £1000  • Contingency Fund £1150 - Contingency kept this year to supplement any under-allocation in the planned areas or to be flexible enough to respond to new initiatives | | | | | | | |
|  | Improved parental engagement | Attendance at parents’ evenings by parents of Disadvantaged students are within 10% of those of parents of none disadvantaged students | **Specific appointment made with one teacher to discuss overall progress (remove the intimidating nature of teachers saying the same thing)**  Year Manager for Years 10 & 11 was able to deliver this and provide support for students. Not all of these appointments took place on the specific evening. However, they were completed the following week. 67% of DA students parents attended a parents evening using this new initiative. This was an increase of 8% on the previous year. And the highest attendance for the last three years. Lockdown prevented further parents evenings from taking place. | | | | |
| Expenditure:   * Early help service contribution from PP £9000 * 3 x Year Managers 40% of wages (£36000) supporting DA students behaviour, attendance & well being * Student Support Manager (£7000) 30% of salary * HLTA Bridge £30000 * Student Support Manager £7000 30% of wage * Uniform £1000 * Music £1000 | | | | | | | |