**Pupil Premium strategy New Mills School**

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| 1. **Summary information** | | | | | |
| **School** | New Mills School | | | | |
| **Academic Year** | 19/20 | **Total PP budget** | £124,300 | **Date of most recent PP Review** | Oct 19 |
| **Total number of pupils** | 574 | **Number of pupils eligible for PP** | 115 | **Date for next internal review of this strategy** | Feb 20 |
| **Statement Authorised** | Mrs C Jesson | **Pupil Premium Lead** | Mr I Withers | **Governor Lead** | Mr T Roberts |

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| 1. **Disadvantaged pupil performance overview for last academic year** | | | | | | | |
|  | | | | | | Pupils eligible for PP New Mills School | Pupils not eligible for PP (national average) |
| **Progress 8 score average** | | | | | | **-0.749** | **0.15** |
| **Attainment 8 score average** | | | | | | **33.94** | **50.09** |
| **Ebacc Entry** | | | | | | **25%** | **42.4%** |
| **Percentage of Grade 5+ in English and maths** | | | | | | **14.3%** | **48.8%** |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | |
|  | | | Lack of desire for success | | | | |
|  | | | Poor understanding of their own neuroplasticity leading to low self-regulation skills as a learner | | | | |
|  | | | Vocabulary deficit | | | | |
| **External barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | |
| **D.** | | Low attendance | | | | | |
| **E.** | | Poor parental engagement | | | | | |
| 1. **Intended outcomes *(specific outcomes and how they will be measured)*** | | | | **Success criteria** | **Proposed Actions** | | |
|  | 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 shows rewards data ratio is 5:1 against negative points | * Tutor Time 2 x 10 once a fortnight – Relationship building * Positive reinforcement in lessons 5:1 model * Analyse careers interviews impact, quality and improve where necessary * Analyse progress data, identify gaps and intervene to close gaps * Produce personal development log, implement and monitor | | |
| Projected spending   * Assistant Headteacher Pupil Premium Lead - £2000 Additional time for focused tracking with leaders narrowing gaps, securing expected and better progress * HLTA’s Eng /Maths £21000 (14 hrs) * 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 * HLTA Bridge £30000 | | | | | | | |
|  | Better learning behavior’s generating better progress | | | Demonstrate closing of progress gap (P8, SPI, ALPS)  Fewer call outs/FTE’s | * Performance management for teaching staff with a focus on Metacognition & memory/cognitive load * Tutor programme delivery * PP student interventions focussed on retrieval practice * Student development interventions on self-regulation | | |
| Projected spending   * 3 x Year Managers 40% of wages (£36000) supporting DA students behaviour, attendance & well being * HLTA Bridge £30000 * PP briefing’s 6 per year all teaching staff to attend £1800 | | | | | | | |
|  | 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 11 interventions * SEN Reading scheme * Student development and SNIP interventions * (Limited) CPD for teachers * Performance management targets for teaching staff focussed around metacognition and vocabulary | | |
| Projected spending   * 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) | * In house monitoring – EPN issued quicker – greater impact * FSW involvement at an earlier stage * Clear systems of EWS referrals * Focus of YM’s for PP attendance as priority * Counselling aimed at supporting PP students * Bridge interventions bespoke for targeted students | | |
| Projected spending   * 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) * Talk to parents who are less involved about what support they would find helpful. * CPD on parental engagement. EEF | | |
| Projected spending   * 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 | | | | | | | |