**Pupil Premium strategy New Mills School**

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| 1. **Summary information**
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| **School** | New Mills School |
| **Academic Year** | 20/21 | **Total PP budget** | £104,000 | **Date of most recent PP Review** | Oct 20 |
| **Total number of pupils** | 612 | **Number of pupils eligible for PP** | 127 | **Date for next internal review of this strategy** | Feb 21  |
| **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**
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|  | Pupils eligible for PP New Mills School | **SISRA collaboration figures** | Pupils not eligible for PP (18/19 national average) |
| **Progress 8 score average** | **-0.87** | **0.01** | **0.13** |
| **Attainment 8 score average** | **37.92** | **50.67** | **50.3** |
| **Ebacc Entry**  | **22.2%** | **37.40&** | **45%** |
| **Percentage of Grade 5+ in English and maths** | **33.3%** | **49.20%** | **50%** |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **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
* Evaluation of interventions
* Evaluation of wellbeing tracker – monitoring and intervention of self-reported cases
 | * Tutor Time 2 x 10 once a fortnight – Relationship building
* Positive reinforcement in lessons 5:1 model to embed
* 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
* Develop wellbeing tracking to be accessed in school and remotely should the need arise
* ELSA counselling for DA students
* External wellbeing interventions to take place (Social Care, MAT external counsellors etc)
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| 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
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|  | Better learning behaviors generating better progress | * Demonstrate closing of progress gap (P8, SPI, ALPS)
* Fewer call outs/FTE’s
* Rewards information to demonstrate engagement
 | * Performance management for teaching staff with a focus on the remote learning offer and ensuring responsive teaching to DA students
* Remote learning independent learning skills developed in school by all staff
* 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
* Study Resources/Equipment £3000
* 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)
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|  | 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
* Reading age improvements
 | * HLTA Eng Lit group/Yr 11 interventions
* SEN Reading scheme
* Student development and SNIP interventions for targeted groups
* (Limited) CPD for teachers
* Accelerated reader programme
* Myon reading scheme
* Bridge Support for targeted DA students to help with Literacy
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| Projected spending* Accelerated Reader £2500
* HLTA’s Eng £10500 (14 hrs)
* HLTA Bridge £30000
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|  | 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 DA attendance as priority
* Counselling aimed at supporting PP students
* Bridge interventions bespoke for targeted students
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| 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
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|  | 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
* Bespoke YM/SSM/FSW interventions
 |
| 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
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