**Pupil Premium strategy New Mills School**

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| 1. **Summary information** | | | | | |
| **School** | New Mills School | | | | |
| **Academic Year** | 18/19 | **Total PP budget** | £108445 | **Impact report** | Oct 19 |
| **Total number of pupils** | 520 | **Number of pupils eligible for PP** | 127 |  |  |

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| 1. **Current attainment** | | | | | | | |
|  | | | | | | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average 17/18)  (18/19 data not published) |
| **Progress 8 score average** | | | | | | **-0.749** | 0.13 |
| **Attainment 8 score average** | | | | | | **33.91** | 49.96 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | |
|  | | | Aspirations of Disadvantaged students’ affect their progress negatively. | | | | |
|  | | | Disciplinary literacy concerns, which is a particular concern with the new exam specification in a range of subjects with higher literacy demands and more complex questions. | | | | |
| **External barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | |
| **C.** | | Attendance of Disadvantaged students’ needs to continue to improve | | | | | |
| **D.** | | Parental engagement at parents’ evening | | | | | |
| **E.** | | Mental Resilience | | | | | |
| 1. **Intended outcomes *(specific outcomes and how they will be measured)*** | | | | **Success criteria** | **Impact** | | |
|  | Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced. | | | Progress 8 for Disadvantaged students is in line with national all [IDSR] /ALPs/ Destinations data shows that % of Disadvantaged students still in education or employment is in line with all pupils nationally. | ***Destinations data 18/19 not yet published – IDSR document yet to be released at time of writing***  ALPS Basic Progress measures:  DA NDA  Eng Lang 7 5  Eng Lit 6 3  Maths 6 8  Successful DA students ALPs scores in French 5 and Construction 4  **Progress:**  Yr 11 RP3 DA -0.958 NDA -0.34  **Final exam data:**  DA -0.749 (Alps 7)  NDA 0.152 (Alps 5)   * Predictions for RP3 show that staff were cautious with how they were forecasting progress. Exam data showed that disadvantaged students made better progress against staff forecasts. However, it is recognised that overall progress needs to be improved. * 3 x briefings used to convey messages around sharing practice, current progress data. Staff shared best practice approaches which will be entered on provision map for all staff to access when lesson planning. * Barriers to Learning identified and interventions beginning to be implemented. All DA students have a profile inputted on provision map logging an intervention that is currently taking place. * RPG established for DA students. One to One support implemented. Intense, tightly structured mentoring meetings took place one a fortnight aimed at identifying and overcoming specific learning barriers. * 21 DA students reviewed HLTA support in Maths. This enabled 46.4% of DA students achieve a 9-4 grade and 17.9% achieved a 9-5 grade. * HLTA support in Eng Lang’ enabled 33.3% of DA students achieve a 9-4 grade this was equal to NDA students within that cohort.   **Behaviour Data**  A higher proportion of FTE’s were from DA students compared to the previous year. However, there were less repeat offenders. The students were contributed the most FTE’s were from the same family (43% of FTE’s were between 3 students) 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:   * HLTA’s Eng /Maths £4000 each * Study Resources £2500 * Careers £3500 * 3 x Year Managers 66% of wages (£42000) supporting DA students behaviour, attendance & well being * HLTA Bridge £25000 | | | | | | | |
|  | Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing. | | | Improved outcomes, evidenced by, data, recalled exam papers and performance in mock and public exams. | * QLA of Eng Lang papers show that middle and high ability students both DA and NDA achieved similar scores in the majority of questions answered. There was however, a larger gap in low ability DA students’ scores compared to NDA across all questions. * Accelerated Reader programme showed 52% of Year 7 DA students improved their reading scores from the start to the end of year 7. * All FIPs include metacognition as a key area for development and embedding of improved practice routinely monitored through drop ins and Good Habit Checklist. * Curriculum development and refinement was the core focus for Gained Time. Training has been provided and all MTPs explicitly include interleaving, spacing and vocabulary development.   The table below shows the ALPs progress scores for the school, and compares DA and NDA. It is evident that there needs to be a focus on closing the gap between DA and NDA students in the core subjects. Successes in progress visible in French, Construction and English Literature.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **Whole school** | **Disadvantaged**  **(DA)** | **Non Disadvantaged**  **(NDA)** | | **Type** | **Subject** | **Grade** | **Grade** | **Grade** | | GCSE | GCSE - Art & Design | 5 | 7 | 4 | | GCSE | GCSE - Astronomy (9-1) | 5 | - | 5 | | GCSE | GCSE - Biology | 6 | 7 | 6 | | GCSE | GCSE - Business Studies (9-1) | 8 | 8 | 6 | | GCSE | GCSE - Chemistry | 7 | 8 | 6 | | GCSE | GCSE - Computer Science | 8 | 9 | 8 | | GCSE | GCSE - English Language | 5 | 7 | 5 | | GCSE | GCSE - English Literature | 4 | 6 | 3 | | GCSE | GCSE - French | 4 | 5 | 3 | | GCSE | GCSE - Geography | 8 | 7 | 8 | | GCSE | GCSE - German | 5 | 7 | 4 | | GCSE | GCSE - History | 6 | 8 | 5 | | GCSE | GCSE - Mathematics | 7 | 8 | 6 | | GCSE | GCSE - Music | 2 | - | 2 | | GCSE | GCSE - Physical Education | 7 | 8 | 7 | | GCSE | GCSE - Physics | 5 | 7 | 5 | | GCSE DA | GCSE DA - Combined Science (9-1) | 9 | 9 | 8 | | BTEC First Award | BTEC First Award - Construction | 4 | 4 | 3 | | BTEC First Award | BTEC First Award - Creative Media | 4 | 7 | 3 | | BTEC First Award | BTEC First Award - Engineering | 6 | 7 | 5 | | BTEC First Award | BTEC First Award - Hospitality | 8 | 8 | 8 | | | |
| Expenditure:   * Accelerated Reader £2500 * HLTA’s Eng /Maths £4000 each * HLTA Bridge £25000 | | | | | | | |
|  | Improved attendance | | | Absence rates and persistent absence rates for Disadvantaged students is at least in line with national – (IDSR) | **National Figures for 17/18 – Data for 18/19 not yet published**  **Attendance 95.2% - school attendance**  DA 91.8% (NAT 92.2%) 17/18 – 92.5% 0.7% Decrease on previous year  NDA 95.9% (NAT 95.6%) 17/18 – 96% 0.1% Decrease on previous year (still slightly above national)  **Persistent Absence – School PA 12.62%**  DA 23.7% (NAT 23.5%) 17/18 - 24.6% 0.9% improvement in persistent absence on previous year. However, 0.2% below national  NDA 7.66 (NAT 9.3%) 17/18 – 8.2% NDA persistent absence continues to exceed national levels  Rigorous attendance systems including tracking and sharp data analysis alongside bespoke support has enabled attendance of all students including DA students to continue to be broadly in line with national targets. First day calling by student support manager prioritising DA students enables swift identification of absence. Where absence is a cause for concern appropriate referrals and support are put in place. | | |
| Expenditure:   * 3 x Year Managers 66% of salary (£42000) supporting DA students behaviour, attendance & well being * Student Support Manager (£7000) 30% of salary * HLTA Bridge £25000 | | | | | | | |
|  | Improved parental engagement | | | Attendance at parents’ evenings by parents of Disadvantaged students are within 10% of those of parents of None Disadvantaged students | Year Group All Students Attendance Pupil Premium Attendance  7 87% 72%  8 84% 60%  9 82% 61%  10 83% 47%  11 70% 59%  Despite letters, emails, text and individual phone calls, some of the most hard to engage parents still failed to attend parent’s evenings. Year 10 & 11 is of particular concern. | | |
| Expenditure:   * 3 x Year Managers 66% of salary (£42000) supporting DA students behaviour, attendance & well being * HLTA Bridge £25000 * Student Support Manager £7000 30% of wage | | | | | | | |
|  | Improved Mental Resilience | | | Disadvantaged students with mental health needs have an absence rate that does not fall into PA and keeps with 2% of the school absence total (attendance data). Disadvantaged students with mental health needs do not regress in their progress during a school year. (Snapshot data measures) | Attendance of DA students still remains a concern. Mental health continues to play a part in this. 56% of Year 11 DA students who are classed as PA have mental health support from a wide range of agencies. All DA students that are PA all have interventions in place aimed at helping both progress and improved attendance. Impact of these interventions have not yielded significant positive data across the cohort however, there are individual students who have made progress in learning and improved attendance as a result of these interventions.  **Case studies**  **Issue**s: Female student 23% attendance, school refuser, several outside agencies involved including child protection level social care.  **Support**: Bridge provision, no lessons attended, bespoke subject interventions from HLTA. Extensive pastoral support, counselling, crossroads and social care.  **Outcomes:** Improved attendance for half term 5 (75%). English Language grade 4, English Literature grade 3, Maths grade 3, Combined Science grade 2. 4 qualifications gained.  **Issues:** Transferred to school start of Year 10 struggled with the transition. Lived outside area and travelled in, resulting in attendance of 80%. Several outside agencies involved due to risk taking behaviour and parental conflicts.  **Support:** Bridge provision, no lessons attended, bespoke subject interventions from HLTA. Extensive pastoral support, counselling, crossroads and social care  **Outcomes:** Improved attendance for half term 4 and 5 (90%). English Language grade 5, English Literature grade 6, Maths grade 3, Combined Science grade 2. 4 qualifications gained.  Alongside the paid school counselling service we secured the services of University of Derby counselling students. 3 have been put in place since Term 3 18/19 and DA students have been given priority on the referral list. These have continued to the next academic year. | | |
| Expenditure:   * 3 x Year Managers 66% of wages (£42000) supporting DA students behaviour, attendance & well being. Supporting students with mental health issues, making external referrals, meeting professionals and agencies and parents facilitating early help interventions * HLTA Bridge £25000 * School Counsellor £9000 * Uniform & Equipment £2000 * Trips £2500 * Music £1500 * Contingency Fund £2945 - Contingency kept this year to supplement any under-allocation in the planned areas or to be flexible enough to respond to new initiatives | | | | | | | |