**New Mills School & Sixth Form**

**Pupil Premium Plan 2016-17**

**Published:** Sept 2016

**Review:** Jan 2017, May 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

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|  | **Pupil Premium Grant per pupil** |
| 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 = £116,820

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| 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:

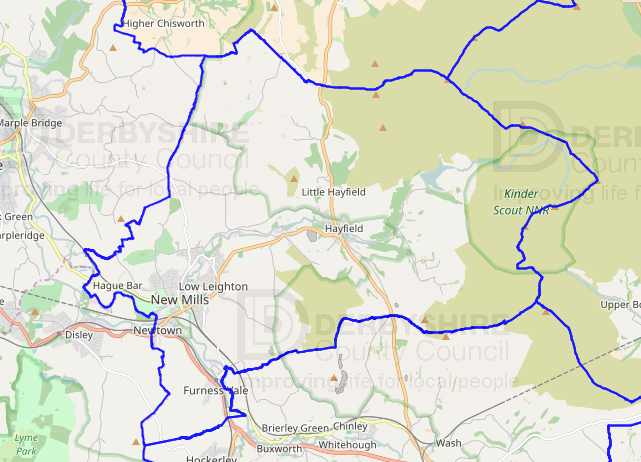
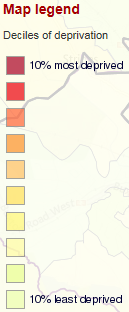
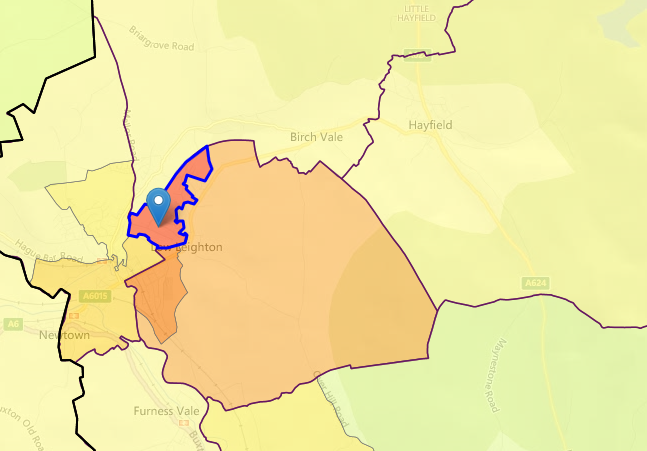
<https://educationendowmentfoundation.org.uk/attainment-gap/families-of-schools-database/new-mills-school-business--enterprise-college-sk22-4nr/>

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.

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[*https://maps.derbyshire.gov.uk/connect/analyst/mobile/#/main?mapcfg=portal*](https://maps.derbyshire.gov.uk/connect/analyst/mobile/#/main?mapcfg=portal)[*http://dclgapps.communities.gov.uk/imd/idmap.html*](http://dclgapps.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 headlinefigures. 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:

1. Being ready to learn
2. Engaging with school (students and families)
3. 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:

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| --- | --- | --- |
|  | Pupils eligible for PP at NMS | Pupils not eligible for PP Nationally |
| Progress 8 Score Average | -0.37 | 0.12 |
| Attainment 8 Score Average | 40.67 | 52.56 |

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
   * 1. The percentage attendance for NMS disadvantaged students to be better than national disadvantaged, aiming towards the percentage for all pupils nationally
     2. The percentage of NMS disadvantaged students who are persistently absent to be lower than national disadvantaged, aiming towards the percentage for all pupils nationally
     3. The percentage of NMS disadvantaged students who are late to be lower than national average
     4. The proportion of NMS disadvantaged students with fixed term exclusions to be lower than national disadvantaged, aiming towards the percentage for all pupils nationally
2. Engaging with school (students and families)
   * 1. The proportion of C3 and C4 incidents from eligible students and non- eligible students to be in line with cohort proportions
     2. A difference of less than 10% between eligible students and non- eligible students in the percentage of the parents attending parents evenings
     3. A difference of less than 10% between eligible students and non- eligible students in the percentage of the students attending extra-curricular provision
     4. No significant differences in 3R’s scores\* or work scrutiny
     5. Positive pupil voice
3. Learning and achieving: For disadvantaged pupils as a cohort, and when analysed for gender and ability differences there is:
   * 1. Less than 5% difference in the percentage of students achieving or exceeding expected targets
     2. Attainment 8 scores in line with targets for the cohort
     3. A difference of less than 10% between eligible students and non- eligible students on the basics measure
     4. A difference of less than 10% between eligible students and non- eligible students on the EBacc measure
     5. 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.*

*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 that 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 snapshotswhich 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:

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

**Pupil Premium Detailed Plan**

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| **Area of work**  A: The Bridge | **Strategic Aim (impact measures)**  Being ready to learn (i, ii, iii)  Engaging with school (i, v)  Learning and achieving (i, ii, iii) | | **Cost to Pupil Premium**  £25,000 | **Staff Lead**  CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Set up and running of “The Bridge” - a centre for students who need extra or alternative provision in their curriculum in order to improve behaviour and/or attendance and/or outcomes. Managed by a HLTA funded from the Pupil Premium funding. The type of provision The Bridge provides depends on the student’s needs. This could be in the form of additional time for catch up in a specific subject; courses such as ASDAN or The Princes Trust; digital technology courses (e.g. ECDL); the DEBP’s raising aspirations programme or learn to learn type sessions. | | | | | |
| **Rationale**  NfER briefing for school leaders identifies addressing attendance as a key step  Ofsted 2013 cited ‘well targeted support to improve attendance’ as a strategy that schools using the PPG well had employed  Local schools have used a similar system to great success (with previous non-attenders attending and achieving GCSE grades)  1-2-1 tuition EEF toolkit shows moderate impact for both 1-2-1 and small group tuition | | | | | |
| **Ensuring Quality of Implementation**  Rigorous interview procedure to ensure right qualities and experience of HLTA managing The Bridge  Named SLT leadership link to smooth implementation and liaison between The Bridge and other areas of the school  Specific courses for individuals investigated and chosen on external evaluations  Tracking of attendance , behaviour and outcomes for The Bridge students through the intervention tracker | | | | | |
| **Estimated Impact:** High  **Success Criteria:** Partially met– see impact measures report | | **Lessons Learned for 2017-18**   * **It works! However, over-reliance on being in The Bridge can be detrimental. In 2017-18 limit time each student can spend in The Bridge** * **GCSE work well targeted at students, but can be slow to set up. Liaison between some teachers and TPe needs to improve** * **Cover and PPA time needs to be thought through so students are always well accommodated** * **Prince’s Trust working well but needs to be timetabled in 2017-18** | | | |

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| **Area of work**  B: Year Managers – Attendance and Punctuality | **Strategic Aim (impact measures)**  Being ready to learn (i, ii, iii)  Engaging with school (i, ii, v) | | **Cost to Pupil Premium**  £50,000 (part of salaries) | **Staff Lead**  MSi | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Employment of three Year Managers whose role is partially to ensure the attendance and punctuality of their year groups. They are Pupil Premium Champions for their year groups, prioritising the needs of the students eligible for the PPG. This work involves teaching students self-regulation (regulating their own behaviour and responses to situations) and promoting qualities such as resilience and determination. Year Managers perform this aspect of their role through 1-2-1 meetings, parental liaison, assemblies, rewards, and external agency liaison. | | | | | |
| **Rationale**  NfER briefing for school leaders identifies addressing attendance as a key step  Ofsted 2013 cited ‘well targeted support to improve attendance’ as a strategy that schools using the PPG well had employed  Self-regulation is a high impact strategy according to the EEF | | | | | |
| **Ensuring Quality of Implementation**  Student Support Officer in place to support YM with same day texts and attendance/punctuality reports  Named SLT leadership link to smooth implementation and liaison between YM, other areas of the school and external agencies  Shared offices between YM and PL to ensure clear lines of communication  Termly reports for attendance and punctuality requiring impact to be evaluated to SLT link | | | | | |
| **Estimated Impact:** High    **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **Tighter protocols in place since January have shown “green shoots” of improvements. These need to continue to be rigorously applied** * **Consistency between YM needs to be developed., 2017-18 location move 🡪 all YM and PL together to facilitate** * **Fortnightly review of attendance and punctuality needs to have higher status. To be done in year meetings and tutor briefings requiring feedback and impact review** | | | |

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| **Area of work**  C: School Uniform | **Strategic Aim (impact measures)**  Engaging with school (i) | | **Cost to Pupil Premium**  £800 | **Staff Lead**  MSi/CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  PPG to be used to fund items of school uniform to allow students equal access to lessons and extra-curricular activity. | | | | | |
| **Rationale**  Whilst school uniform is a low impact strategy according to the EEF, it is essential to provide as it allows access to teaching, without this access achievement would be minimal | | | | | |
| **Ensuring Quality of Implementation**  YM understanding of the system  1-2-1 discussions with students about “Premium” status | | | | | |
| **Estimated Impact:** Low  **Success Criteria:** Met/Partially met/Not met – see impact measures report | | **Lessons Learned for 2017-18**   * **Some difficulties with some parents purchasing incorrect uniform (mainly shoes). Clarity of expectations needed for 2017-18. Year assemblies, parental information on what is acceptable and what is not** * **Staff are clear on protocol and it is being used more than ever** * **Parents being informed at the beginning of the year helped. Repeat letter in 2017-18** | | | |
| **Area of work**  D: School Counsellor | **Strategic Aim (impact measures)**  Being ready to learn (i, ii)  Learning and achieving (i) | | **Cost to Pupil Premium**  £9000 | **Staff Lead**  MSi/CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Employment of a School counsellor to support all pupils with a specific emotional and/or social need, but with a particular focus on pupil premium students. 1-2-1 and small group sessions to be made available in school hours and extra-curricular to boost confidence, self-esteem and to learn how to manage stress. | | | | | |
| **Rationale**  A within school issue of emotional fragility amongst our students (particularly mid ability, PP eligible girls) resulting in poorer exam performance than otherwise expected  Behavioural interventions have moderate impact according to the EEF. They have shown greatest effect when targeted to specific students has shown greatest effect | | | | | |
| **Ensuring Quality of Implementation**  Clear process of access via YM’s  Organisation of timetable and spaces to allow for counselling to happen effectively with minimal negative impact on learning  Sensitive method of evaluating impact to be developed | | | | | |
| **Estimated Impact:** High  **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **Counselling sessions effective for most students attending. Combined with The Bridge support some students now achieving** * **Referral system now clear via YM and AHT** * **More students needing support than counsellor can accommodate** | | | |

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| **Area of work**  E: Year Managers – Behaviour and involvement | **Strategic Aim (impact measures)**  Engaging with school (i, ii, iii, v) | | **Cost to Pupil Premium**  £50000 (part salaries, also used for other work) | **Staff Lead**  MSi | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Three Year Managers are employed, with part of their responsibilities to improve behaviour and engagement within their year groups. The students eligible for PP are the “go to first” cohort within this work. Behaviour improvements and increased engagement are driven through positive promotion of clubs, weekly/termly rewards to positive achievement points, the RIGHT system, celebration assemblies, letters home, 1-2-1 discussions, parental meetings. Tracking of C2/3/4 behaviours and targeted support for students getting these sanctions is also employed. This year we will investigate methods of involving parents more in their child’s progress and we will put personalised plans in place to overcome any identified barriers with specific families. | | | | | |
| **Rationale**  EEF reports behavioural intervention to be of moderate impact, and when it is targeted to specific students it has the greatest effect  Parental involvement shows moderate impact in the EEF toolkit  Ofsted (2013) commented that “well targeted support to improve behaviour” was common in schools where PPG was successful in improving achievement | | | | | |
| **Ensuring Quality of Implementation**  Student Support Manager in place to support YM with behaviour reports  Named SLT leadership link to smooth implementation and liaison between YM, other areas of the school and external agencies  Shared offices between YM and PL to ensure clear lines of communication  Termly reports requiring impact to be evaluated to SLT link  Method of tracking extra-curricular attendance needs to be developed | | | | | |
| **Estimated Impact:** Medium  **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **Dashboard for tracking behaviours has supported work well** * **Behaviour reports now more systematically used** * **Consistency between three YM required. Share one office with all PL in 2017-18** * **Termly reports did not work. Fortnightly year team and tutor meetings need to be used to regularly track and evaluate behaviour interventions. Standard agendas to be introduced for 2017-18** * **Extra-curricular attendance monitoring method works but there is a large time lag. Refinement needed in 2017-18** | | | |

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| **Area of work**  F: Progress Leaders - Habits | **Strategic Aim (impact measures)**  Engaging with school (ii, iii, iv, v)  Learning and achieving (i) | | **Cost to Pupil Premium**  £ | **Staff Lead**  CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Progress Leaders understand that a major part of their role is ensuring the success of PP eligible students. They employ peer tutoring using an age gap of at least 2 years between the tutor and tutee, with the focus being habits (for example, organisation, DIRT work). This is done in intensive blocks to supplement the day-to-day work of tutors and class teachers. The PL’s provide training for tutors.  In addition PL’s involve parents at every opportunity in their child’s progress through phone calls, letters and meetings. | | | | | |
| **Rationale**  Peer tutoring is high impact according to the EEF, particularly in this kind of set up  Parental involvement with progress is shown to have moderate impact by the EEF  Well targeted support to improve family links was evident to OfSTED (2003) in schools where PPG was successful in improving achievement | | | | | |
| **Ensuring Quality of Implementation**  Calendared strategy – preparation of tutors, selection and matching of tutor/tutee, implementation and impact evaluation  Involvement from pastoral and academic staff involved with students  Termly PL reviews with SLT link require impact to be demonstrated | | | | | |
| **Estimated Impact:** Low  **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **Only one peer tutoring week implemented due to other time pressures. This one did report positive impact. PL involvement in calendaring for 2017-18** * **Family links fostered over the phone are not translating into parental engagement with school and their child’s learning. Parental engagement at a whole school level need to be evaluated and new strategies put in place to improve it** | | | |

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| **Area of work**  G: Trips | **Strategic Aim (impact measures)**  Engaging with school (iii)  Learning and achieving (i, ii, v) | | **Cost to Pupil Premium**  £2500 | **Staff Lead**  CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Students eligible for the PPG can apply for subsidies for school trips. These trips include those required for academic success, those with raising aspirations aims, enrichment activities and rewards. | | | | | |
| **Rationale**  “Bright but disadvantaged students obtained statistically significant better GCSE results when they engaged in average or better out of school academic enrichment through activities such as educational outings “ Sutton Trust (2015)  In schools where PPG was successful in improving achievement, Ofsted comments that they were actively raising the aspirations of more able students and supporting them in accessing a full range of educational experiences (Ofsted 2013) | | | | | |
| **Ensuring Quality of Implementation**  Application for students and staff release for trips has to include aims and outcomes of the trip.  Discussion with each eligible student about their “Premium” status and how to ask for support  Re-iteration of system to staff | | | | | |
| **Estimated Impact:** High/Medium/Low –  **Success Criteria:** Met/Partially met/Not met – see impact measures report | | **Lessons Learned for 2017-18**   * **Staff clear on system, applications from parents increased after “Premium” letter sent home. System developed for application and approval of claims** * **Repeat letter and remind staff organising trips of system in 2017-18.** | | | |

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| **Area of work**  H: Induction | **Strategic Aim (impact measures)**  Being ready to learn (i, ii, iii)  Engaging with school (i, ii, iii, iv, v)  Learning and achieving (i) | | **Cost to Pupil Premium**  £2000 | **Staff Lead**  RRa/CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Transition activities will be planned to involve students eligible for the Pupil Premium as a clear group whose information is prioritised, including any details of interventions that have occurred in the primary school and family circumstances. Early identification of needs and strategic planning for individuals within the eligible cohort will be done do their transition is smooth, both pastorally and academically. The cost of this includes time for teachers to meet (and the associated cover costs) as well as activities such as the Y6 bonding day to kick start the transition process | | | | | |
| **Rationale**  National data shows that achievement gaps inherited from primary phase only grow if not tackled. This strategy is part of our commitment to ensure every child succeeds, with numerous sources stating that the pastoral and academic transition of pupils is pivotal in their future success | | | | | |
| **Ensuring Quality of Implementation**  Primary-secondary links forged at headship, Y6/Y7 leader and at faculty levels  Regular contact between feeder primaries and NMS  Maths, English & Science TLR’s released to visit and teach in primaries  Y6 Maths, English & Science meetings  Ensure time is allocated for teachers of both phases to complete meetings | | | | | |
| **Estimated Impact:** High  **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **Primary teachers report good academic transition, students report good pastoral transition. Primary staff reported too many days in 2015/16. This was reduced in 2016-17. Evaluation needed in 2017/18** * **Increased knowledge amongst TLR’s of KS2 expectations & standards. This need to be more widely disseminated in 2017-18** * **Links at various levels allow events to run smoothly – continue in 2017-18, but streamline for staff time where possible** | | | |

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| **Area of work**  I: Music Lessons | **Strategic Aim (impact measures)**  Engaging with school (iii) | | **Cost to Pupil Premium**  £1500 | **Staff Lead**  JPl/CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Any eligible student who would like music lessons can apply for the cost of these to be subsidised through the PPG | | | | | |
| **Rationale**  OfSTED in 2013 comment that in schools where PPG was successful in improving achievement the school ensured access to the full range of educational experiences | | | | | |
| **Ensuring Quality of Implementation**  1-2-1 discussions with students about the “Premium” status and how to access funding  Liaison between CJe and JPl to accurately record participation in music and highlight students who may want to access lessons | | | | | |
| **Estimated Impact:** High/Medium/Low –  **Success Criteria:** Met/Partially met/Not met – see impact measures report | | **Lessons Learned for 2017-18**   * **Recording of who accessed this is accurate but there is a time lag. A more streamline system needs to be implemented in 2017-18** * **Statistical gap in D and ND students accessing music lessons or GCSE. This needs investigating in 2017-18** | | | |

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| **Area of work**  J: Careers | **Strategic Aim (impact measures)**  Learning and achieving (v) | | **Cost to Pupil Premium**  £3500 | **Staff Lead**  EDa/CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Students eligible for PPG are first in line for careers advice interviews, and can have as many as needed. They are prioritised in the planning of careers days, and for any visits linked to future education and employment. Careers advice available at parent’s evenings and PP students strongly encouraged to participate if needed. | | | | | |
| **Rationale**  In schools where PPG was successful in improving achievement strong careers information advice and guidance was evident (Ofsted 2013) | | | | | |
| **Ensuring Quality of Implementation**  EDa as point of contact for careers advisor, and coordinator of all events linked to employment (e.g. futures week)  Early publication of parents evening dates and careers events so staff, students and parents are aware  Protocol for booking careers advice at parents evening to be developed | | | | | |
| **Estimated Impact:** Medium  **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **Book careers advisor’s time early in the year. He wasn’t able to attend some events due to prior commitments** * **Careers advice is valued by students but felt the individualised advice comes too late. CEIAG tutorials in place, but students would benefit from something more personalised earlier in their school career. An area for development in 2017-18** | | | |

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| **Area of work**  K: Accelerated Reader | **Strategic Aim (impact measures)**  Learning and achieving (i, ii, iii, iv) | | **Cost to Pupil Premium**  £2500 | **Staff Lead**  AHa | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Accelerated Reader in place in curriculum time for students in Y7 and Y8. These lessons involve teachers, rather than TA’s to ensure the quality of delivery | | | | | |
| **Rationale**  Digital technology and reading comprehension strategies are shown to have moderate impact for low cost by the EEF  Accelerated Reader has been shown to have a positive impact in an independent evaluation, and has been successful in improving literacy at NMS | | | | | |
| **Ensuring Quality of Implementation**  AHa to ensure all staff are fully trained on the delivery of accelerated reader  Time within curriculum to be provided, library available  Impact report required as part of termly review | | | | | |
| **Estimated Impact:** High    **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **AR continues to have success, disproportionally good success with D students. Continue in 2017-18** * **Timetabling centrally in 2016-17 not very helpful. English faculty to schedule in 2017-18** | | | |

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| **Area of work**  L: Additional HLTA hours in English, Maths and Science | **Strategic Aim (impact measures)**  Learning and achieving (i, ii, iii, iv) | | **Cost to Pupil Premium**  £4000 (part of salaries) | **Staff Lead**  CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Targeted interventions in the three core subjects for students identified through internal tracking to be at risk of underachievement. Bespoke programmes to address particular areas of need during form time, lunch time and after school. On-going support of learning through lunch clubs, drop ins and in-lesson support. Small group withdrawal within curriculum time to support students with misconceptions as they arise, or to provide nurture groups. | | | | | |
| **Rationale**  1-2-1 tuition & small group tuition is shown to have moderate impact by EEF  HLTA track record at NMS of impact on individual students is strong | | | | | |
| **Ensuring Quality of Implementation**  HLTA hours and specifics of interventions to be determined by HLTA with FTL. SLT to monitor their link faculties use of HLTA time  Timetable set up so interventions can be registered and tracked through SIMS  Impact report required after each intervention - protocol for this to be developed | | | | | |
| **Estimated Impact:** High    **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **HLTA timetables in SIMS increased expectation all round** * **Impact reports did not work. Interventions module in SIMS to be trialled in 2017-18 to determine the impact of an intervention** * **Intervention trackers useful to see the overall impact on individuals** | | | |

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| **Area of work**  M: Study Resources | **Strategic Aim (impact measures)**  Learning and achieving (i, ii, iii, iv) | | **Cost to Pupil Premium**  £500 | **Staff Lead**  CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Daily work with students leads to a knowledge of what they have already got in terms of study support and what they need. Class teachers, FTLs, and PL request funding for any materials to support independent study of PP students. This may be a revision guide, equipment or the provision of time and pace to complete work. Study clubs will hopefully form part of this strategy | | | | | |
| **Rationale**  According to the Sutton Trust (2015) “Students who reported they spent significant amounts of time on homework daily in Year 11 were nine times more likely to get three A-levels than those who did no regular homework”. Therefore ensuring this habit at GCSE level is likely to facilitate future success of students  The “Subject to Background” report states that “Some groups of students, particularly white working class boys, should have additional encouragement and support to enable them to engage in self-directed study, do sufficient homework and read more books, the activities that provide extra academic dividends. Schools should provide such opportunities where they are unlikely to be available at home” | | | | | |
| **Ensuring Quality of Implementation**  PL to be in regular contact with all PP eligible students and this offer forms part of discussions – if the need is there a study club will be arranged  1-2-1 discussions with students making them aware of their “Premium” status and how to access the funding  If required, transport costs can be investigated | | | | | |
| **Estimated Impact:** Medium    **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **Uptake of study support increased after parents informed of “Premium” status.** * **Students need to be taught how to use, and in some cases given time and space to use the resources provided** | | | |

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| **Area of work**  N: Progress Leaders – Tracking and tailoring provision | **Strategic Aim (impact measures)**  Engaging with school (iv)  Learning and achieving (i, ii, iii, iv) | | **Cost to Pupil Premium**  £ | **Staff Lead**  CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Progress Leaders have regular contact with students eligible for the Pupil Premium. They use metacognitive and self-regulation strategies on an individual and group basis. For example: set goals, monitor & evaluate progress, managing motivation. They complete thorough, regular analysis of which groups/individuals within the D cohort are underachieving and endeavour to pinpoint the reasons behind this. Bespoke interventions can then be offered to have maximum impact. Progress leaders also monitor the regularity, quality and completion rates for homework, again implementing individualised interventions as needed. | | | | | |
| **Rationale**  Metacognition and self-regulation are high impact strategies according to the EEF  The tailoring of interventions through systematic tracking has been shown to have good impact (Ofsted 2013)  The Sutton Trust (2015) reports that Some groups of students, particularly white working class boys, should have additional encouragement and support to enable them to engage in self-directed study. | | | | | |
| **Ensuring Quality of Implementation**  Regular discussion time provided to PL through reduced teaching hours  Regular year meetings and SLT line management meetings to ensure the rigour and quality of interventions  Impact evaluation required as part of termly reviews | | | | | |
| **Estimated Impact:** Medium  **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **Termly review process did not work as a checking mechanism. Half termly strategic meetings planned for 2017-18 instead** * **Bespoke intervention has the most impact** * **Group interventions using buddies reported as having positive impact** * **Impact hampered by lack of home support – parental engagement needs to be a thrust of work in 20170-18** | | | |

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| **Area of work**  O: Promoting Excellent Teaching | **Strategic Aim (impact measures)**  Engaging with school (I, iv, v)  Learning and achieving (i, ii, iii, iv) | | **Cost to Pupil Premium**  £ | **Staff Lead**  CJe | **Review**  Jan 17  Mar 17  Jun 17  Sept17 |
| **Chosen Action**  Whilst not the first strategy highlighted in our plan, this most certainly underpins every other strand of work with students eligible for the Pupil Premium. There is a whole school drive to improve teaching through an individualised CPD programme. The group we are all focussed on is white British boys who are eligible for the Pupil Premium. Action research groups are focussed on different aspects of teaching, within which approaches particularly effective for D boys are being evaluated for impact at our school, this will utilise the EEF toolkit as well as many other sources of “what works”.  Strategies employed by class teachers currently include   * Have PP students identified on seating plans and class lists. * Marking PP work first when marking. * Carefully designing seating plans to unobtrusively get PP students in to “good seats” * Unobtrusively focussing questioning on PP students.   We see this investment of time as ensuring the long term improvement in achievement for all students, but particularly that of students eligible for the Pupil Premium. | | | | | |
| **Rationale**  EEF states that good teaching has more of an impact than anything else on achievement  The Sutton Trust (2015) recommends that teachers should provide good feedback to students and monitor their work systematically | | | | | |
| **Ensuring Quality of Implementation**  CPD time carefully thought out to allow for research, implementation and evaluation, avoiding “bottlenecks” in the school calendar  Data available to all staff in accessible formats  Strategies for good teaching disseminated through briefings | | | | | |
| **Estimated Impact:** High  **Success Criteria:** Partially met – see impact measures report | | **Lessons Learned for 2017-18**   * **The need to preferentially support D students needs constant driving: continue the D students briefings** * **For outcomes of action research to take hold they need to be written into policy – this needs investigating in terms of gender ARG for 2017-18** * **Some subjects not ensuring progress of D students, these staff need D students to be woven into performance management targets n 2017-18** | | | |