

PUPIL PREMIUM STATEMENT SEPTEMBER 2015

The [pupil premium](#) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In the 2015 to 2016 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

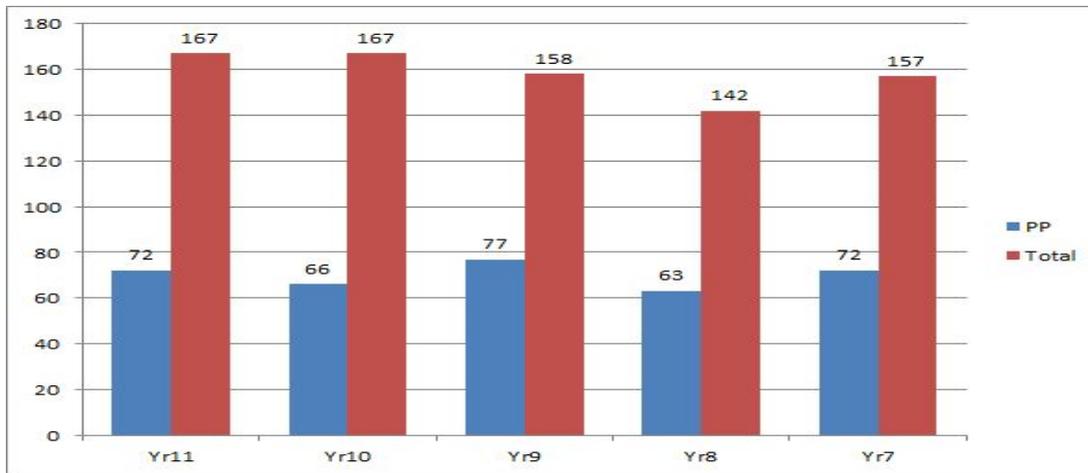
FUNDING AVAILABLE

<u>Funding brought forward from 13/14</u>	<u>£212,037</u>
PP allocation 14/15	£330,990
<u>Funds available for 14/15</u>	<u>£543,027</u>
<u>Expenditure 14/15</u>	<u>£517,181</u>
Carry forward to 15/16	£ 25,846

Estimated allocation for 15/16:

Description	No. of Learners	Amount per Pupil (£)	Total (£)
Deprivation Pupil Premium	338	£935	£316,030
Service Child Pupil Premium	3	£300	£900
Post LAC Pupil Premium	4	£1,900	£7,600
Total			£324,530

STUDENT TOTALS BY YEAR GROUP IN 2014/15



How was the funding for 2014/15 allocated?

Area	Cost	Strategies	Outcomes
Behaviour & Attendance	£81,537	<p>Improve behaviour and target low level disruption.</p> <p>Improve attendance</p>	<p>Appointment of three intervention coaches</p> <p>Fixed term exclusions (as a % on learners on roll) in 2013 was 19.8%, this reduced to 9.9% in 14/15.</p> <p>Learners with more than one fixed term exclusion reduced from 10.2% in 12/13 to 1.4% in 14/15.</p> <p>Attendance improved - absences reduced from 5.9% to 5.1% - in line with national average.</p> <p>Student survey in April 14 - 86% of learners said learners are well behaved an improvement form 75% in Dec 14.</p> <p>Internal exclusion room created.</p> <p>Clear behaviour policy with non negotiables.</p>
Literacy & Numeracy	£88,135	<p>Additional Intervention to support PP learners in Numeracy & Literacy</p>	<p>iRead; average improvement in reading age is 23 months.</p> <p>iWrite intervention with targeted learners to help them engage with literacy. The group blog evidences excellent progress.</p> <p>Mathletics - an online system to boost understanding that can be personalised to the needs of each learner.</p> <p>Targeted PP learners supported by small group intervention with external coaches, based on the individual and linked to faculty analysis.</p> <p>Form Time numeracy.</p> <p>Once a week tutors deliver numeracy, planned and coordinated by Second in Maths, Head of Family and Assistant Headteacher. Programme links numeracy to the curriculum.</p>
Training	£37,156	<p>Staff training</p>	<p>Developing the feedback policy. Research from The Sutton Trust shows that effective feedback has very high impact at low cost. Feedback from learners via the Magna Carta shows that 89% learners receive useful feedback to help them improve.</p> <p>.b mindfulness session for staff and students</p>

			<p>http://mindfulnessinschools.org/</p> <p>Growth Mindset workshops - show how to build pupils' self-confidence and adaptability to help make them ready for exams, work and life.</p> <p>Develop the use of IRIS, a collaborative professional development system for teachers based around classroom observations and feedback.</p> <p>Introduction of the CHANGE curriculum</p> <p>Staff training on Transactional Analysis; a method to improve communication. The theory outlines how we have developed and treat ourselves, how we relate and communicate with others, and offers suggestions and interventions which will enable us to change and grow. Transactional Analysis is underpinned by the philosophy that:</p> <ul style="list-style-type: none"> ● people can change ● we all have a right to be in the world and be accepted
Extra curricular	£22,519	Extra Curricular strategies to raise attainment After school revision	D6 Saturday School Assessment figures show that learners attending performed better in Yr11 in terms of value added*. D3 for targeted learners After school timetabled revision for GCSE subjects Duke of Edinburgh
In class support	£74,532	Provide individualised instruction and additional in class support for learners with additional needs.	Support for New to English Learners and those with English as an additional language Support for learners with additional needs i.e. dyslexia
Aspirations	£75,473	My Future Gateway (yr 8/11) SUPI New Heights (yr 11) Higher prior Young Heights (yr 9) MMU Mentoring Scheme Yr 10 Celebrate success	School has achieved the Silver Inspiring IAG award. Learners are well prepared for their next step, the percentage of learners leaving yr 11 who are not in education/ training is 1.6% (at March 15) the lowest in the authority and well below national average. Excellent links with Post 16 providers; the Schools and University Partnership Initiative http://www.supi.manchester.ac.uk/about/ For yr 10 learner who could go to university but are unlikely to aspire to this. The scheme opens doors to reveal possibilities. Young achievers board Displays in Hall of High Standards Celebration assemblies & celebration evening
Pastoral	£48,265	Improve Parental engagement	Mentors Transition Every yr6 learner has the opportunity to visit school in the

		Support vulnerable families to help maintain attendance, improve behaviour and reach attainment targets	<p>Summer Term. Vulnerable / additional needs learners visit two or three times to familiarise themselves with staff and school. Supported by Heads of Family & Mentors.</p> <p>Counselling - access to one to one and group sessions. Learners accessing 6 week, one hour support sessions: Autumn term – 22 Spring term – 22 Summer term – 23 Waiting list 5</p> <p>Surviving your teenager course Camping for yr 7 & 8 to build teams and engagement</p>
Resources	£29,018	Support disadvantaged learners; helping them access visits, resources and the curriculum	<p>Bidding Scheme for students to request support to follow their interests.</p> <p>Transport - bus passes Uniform where necessary Subsidised visits, Classroom materials, ingredients, revision guides, stationery Equipment for learners</p>
Leadership	£60,546	<p>Data analysis and tracking</p> <p>Leadership</p> <p>Support learners with Special Educational Needs</p> <p>Middle leadership</p> <p>Governance</p>	<p>Developing use of SISRA to support the progress of PP learners. Create PP groups to assist analysis of data.</p> <p>Assistant Head as PP lead in school. Tracking system for monitoring expenditure per learner developed. Sourced two external reports from PP specialists.</p> <p>Targeted allocation of teaching support. Personalised curriculum options.</p> <p>Seconds in faculty are being proactive in targeting PP students and supporting their access to the curriculum. Each second will develop a faculty specific action plan.</p> <p>Joined National Governors Association</p> <p>PP Handbook created and information shared at Governors meeting</p>
Community		<p>Form a Community Action group</p> <p>Learner voice</p>	<p>First meeting took place in March 15 and identified focus areas:</p> <p>Parental engagement Education support for parents Good primary / secondary links - FAST (Family and School Together)</p> <p>Views of learners collated through whole school Magna Carta Survey</p>

*Value added measures are intended to allow fairer comparisons between schools with different pupil intakes. Some pupils will find it particularly difficult to do well in tests and examinations. It may be, for example, that they have significant special

educational needs. But all pupils are capable of making progress and it is important that schools are given recognition for the work that they do with all their pupils.

Literacy and Numeracy Catch up funding

The Government has made a commitment to provide additional funding to schools for each year 7 learner with below expected attainment in Literacy or Numeracy. This funding is known as ‘Catch Up’ and the school receives £500 for each learner in this category. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those learners that most need it.

At Matthew Moss High School we use this funding to provide targeted short term Literacy and Numeracy Intervention designed to accelerate progress in these areas. After an initial assessment of need, gaps in learning are identified and bespoke programmes of study are developed and delivered which are designed to ensure students make progress in these areas.

Catch Up Premium Allocations

Below is a breakdown of the Catch Up allocations received over the past and current academic year.

Academic Year	Below L4 Reading	Below L4 Numeracy	Below L4 Literacy and Numeracy	Funding
2014/15	22	24	14 (2 of the cohort are statemented; 7 provided additional SEN support from school; 3 are EAL; and 1 has a medical condition)	£18,500

Impact of ‘Catch Up’ funded Intervention strategies

Literacy

Matthew Moss has a number of programmes targeted at supporting learners entitled to ‘catch up’ literacy. The Iread programme is a one-one reading program lead by team of iread experts. All learners in year 7 have completed a 10 week reading program. Catch up learners revisited the programme in June 2015.

- On average, learners completing the 10 week course improved their reading age by 23 months.
- 25 readers (39%) started with reading ages below their chronological age – following completion of the course this reduced to 11 learners (17%) – a positive shift of 22%.
- 11 learners will require further intervention to work towards their chronological reading age; 1 learner showed no improvement and will require intensive support.

Developing Writing initiative – Lead by 1 expert writing coach

A writing coach is working with 11 targeted learners from a focus group of White British, Pupil Premium Learners. This is an intensive one-to-one targeted programme.

By the end of the course all the learners demonstrated:

1. Increased fluency
2. Increased ability to translate ideas into written text
3. Improved ability to develop and edit a piece of writing
4. Improved ability to structure thoughts

- Improved confidence in use of punctuation

A blog is held in school that provide evidence of progress in these areas.

Catch-up Strategies: Numeracy

Matthew Moss has a number of programmes targeted at supporting learners entitled to ‘catch up’ numeracy.

- 1) Maths intervention Coaches**
Two intervention coaches worked with small targeted intervention groups towards securing a Level 4. In a recent assessment to assess impact 70% of these learners have demonstrated that they are making progress.
- 2) Mathletics - introduced in March 2015.**
Mathletics is a ipad based numeracy catch up programme. Learners have been targeted in small intervention classes and have accessed this outside maths curriculum time. Learners are assessed every 6 weeks to review impact.
- 3) Times Table rockstars purchased for Primary schools.** KS3 teachers delivered 3 lessons to all feeder primary schools looking at independent learning, problem solving maths and use of technology. This was funded by school to help bridge the gap between primary and secondary Maths. We received positive feedback from primary schools.
- 4) Form Time Numeracy.**
Tutors deliver numeracy activities, linked to the school curriculum, once a week in form time. For example; Geography / Numeracy - comparing temperatures from the tropical rainforests to the Polar regions - what is maximum difference between the temperature of the antartic coast and the desert?
How big is the range in desert temperatures on average?

Action and Implementation Plan 2015/2016

Objective	Action?	What does success look like?
1 <u>Governance</u> Write a Governor's guide for Pupil Premium.	Arrange Governors' meeting to discuss action plan and Governors' report.	Meeting held and report completed. Governors understand <ul style="list-style-type: none"> - What are the issues - What school is doing about them - What is the impact?
2 <u>Community Action Group</u> Arrange meeting with stakeholders and create document detailing the community around Matthew Moss High School.	Meeting to discuss issues identified in PP cohort – representatives of governors, parents, youth workers, police, religious leaders, secondary feeder schools, MP, Social services, Early intervention team, GP, education welfare officers	List of ideas for discussion More in-depth understanding of issues and how to tackle them
3 <u>Tracking data</u> Continue to analyse the characteristics of PP students - are there any overlapping features? Identify at a glance students who need extra input	Review data held on SIMS / SISRA and create Pupil Premium groups allowing for detailed analysis and measured outcomes.	Anonymise summary table on website – use to help contextualise school

4	PP Learner Voice Find out the barriers to learning for PP students and put in place support to help overcome these issues.	Meetings with PP students and profiles created which can be shared with teaching staff. Analysis and discussion of findings with all staff	PP profiles outlining aspirations, barriers to learning and ways forward.
	Meet with PP students to find out what would help improve their attendance, punctuality and overall engagement	Meeting and notes to show ideas as to what would make a difference for these students.	School using a range of incentives that have a positive impact on attendance, punctuality and engagement.
5	Leadership Development of Seconds in Faculty Raise awareness of PP student gap amongst staff. Organise Sisra training for second in faculties. Assistant Head as PP lead in school.	Regularly ask year teachers about why there is a gap in their class and how they are addressing this. Regular meetings with Seconds in Faculties to discuss action plans and support.	Staff are being proactive in targeting PP students and supporting access to the curriculum. Staff feel supported. Successful implementation of action plans.
6	PP Financ Create more detailed overview of PP expenditure, how much does each intervention cost per student?	Have specific costings per student for each interventions to help create costed provision maps for each student.	Expenditure compared to impact. Breakdown of costs per student so as to have clearer understanding of where and how PP funding is being used.
7	Marketing Aspirations Celebrate success Articulate the key messages of the school around PP	Success headlines to be put on website	Success headlines on website with success and intervention data.
		Display board of PP success e.g. printed articles and any other generic details	A display board which articulates how proud you are of your PP and how important it is to your school
		Regular Press releases of PP success Entrance hall – proudly inclusive	Articles in the press and copied on to website, printed and framed in the entrance hall
8	Aspirations Aspiration development - look at ways to develop higher aspirations in PP students.	Continue to develop CEIAG and aim to achieve Gold inspiring IAG award.	Achieve Gold IAG award
9	Teaching and Learning Personalise learning: Ensure differentiation and in-class strategies are outstanding Develop iRead Scheme to include comprehension and writing strategies. Continue to develop links with primary schools through transition programmes such as Time Table Rockstars, Mathletics and school visits Continue to develop form time numeracy	Differentiation will be monitored through typicality reviews and lesson observations. Learners will have iRead sessions regularly during the school week. Learners will become familiar with staff and teaching and learning at Matthew Moss. Help learners understand how Maths is included in other Curricular areas	Lessons will be differentiated for all groups and all learners will be able to access curriculum. Learners will feel more confident in their ability to read. Reading ages will improve this will impact on attainment in subjects. Learners will make a smoother transition to secondary school. Autumn: Numeracy across the curriculum Spring: Budgeting for life Summer: The Olympics in Rio

<p>10</p>	<p><u>Behaviour and Attendance</u> Continue to improve behaviour and attendance. Reduce incidents of negative behaviour and reduce exclusions.</p>	<p>Continue and develop further successful strategies implemented in 2014/15. Build upon strategies implemented by behaviour coaches .</p>	<p>Positive feedback from staff and learner voice.</p>
<p>11</p>	<p><u>Pastoral Support</u> Continuation of Pastoral support such as: Mentors, School counsellor, School Nurse, Pastoral System.</p>	<p>Support vulnerable families to help maintain attendance, improve behaviour and reach attainment targets.</p>	<p>Learners requiring pastoral intervention maintain attendance and achievement levels</p>