

Pupil premium strategy template

Summary information of pupil premium (PP)

Name of school:	Matthew Moss High School		
Academic year:	2017-2018	Total PP budget for year:	£334,060
Total number of pupils:	766	Number of pupils eligible for PP:	356 learners plus 4 service children
Amount per pupil:	£935	Date of next PP strategy review:	Review 20/4/17 - next review 21/9/17
<p>Mission statement Our school will ensure that the Pupil Premium funding reaches the groups of learners for whom it was intended and that it makes a significant impact on their education and lives. The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these learners. The funding will be used to narrow and close the gap between the achievement of these learners and their peers. The funding will also be used to develop the character and aspiration of these learners so that they go on to lead happy and successful lives. The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.</p>			

Barriers to future attainment for pupils eligible for PP

In-school barriers:	
A.	PP WB learners are making less progress than other pupils across KS4
B.	Behaviour issues for a small number of PP learners are having detrimental effect on their academic progress.
C.	Literacy and Numeracy skills are lower for those eligible of PP than other learners in KS3
External barriers:	
D.	Attendance rates for pupils eligible for PP below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.
E.	Aspirations of PP learners are low compared with NON PP learners.

Aims and outcomes

Desired outcome:		Success criteria:
A.	Increase the progress of WB PP	<p>Pupils eligible for PP will make the same or more progress when compared to NON PP by the end of KS4. FacLT ensure that at data drop PP learners not making expected progress attend intervention. More sharply focussed intervention to enable all to catch up, especially White British learners.</p> <p>FacLTs operate weekly twilight interventions and exploit capacity of Yr8 D3; Yr7 Catch-Up iRead & D6.</p>
B.	Sustain the improvements in the behaviour of identified White British PP learners.	<p>FacLT and FamLT ensure all staff provide stronger in loco parentis relationships with clearer boundaries and focussed support for identified WB PP learners</p> <p>Form Tutors follow up all reported incidents for identified WB PP learners.</p> <p>All staff have seating / grouping rationale for all classes.</p>
C.	Increase literacy and numeracy skills of PP learners at KS3	<p>Learners eligible for PP will make as much progress as 'other' pupils across KS3.</p> <p>Where they are not, departments will put into place interventions and this will be monitored by Head of Fac.</p> <p>HofLT MFL ensure all Y7 learners have 100mins Academic Literacy learning per week.</p> <p>90% of Yr7 learners employ word-level academic literacy structures.</p>
D.	Increase attendance rates for learner eligible for PP.	<p>FamLT, Mentors and Attendance Office support learners identified as PA in 2015 to attend school</p> <p>Number of PA learners at each recording point at least 50% below 2015</p>
E.	Increase aspirations of PP learners	<p>NEET statistics remain below national average for learners entitled to PP. The proportion of learners entering higher education and sustaining their attendance remains above national average.</p>

Planned expenditure

PLANS FOR 2017-18

Desired outcome	Action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
B	Behaviour & Attendance	<p>A continued focus on Behaviour and Attendance. Managed removal – internal isolation unit. Heads of Faculty can refer learners to the unit for a day or two as an alternative to exclusion.</p> <p>Behaviour Intervention Coaches. Two members of staff who work with identified learners to improve their engagement and behaviour. This will involve daily / weekly meetings – in class support and ‘on call’ support for faculties and SLT.</p> <p>Pastoral Officer – monitors attendance and engages with learners and families requiring improvement. The role involves homes visits and court referrals. The post holder has extensive knowledge of the learners and their families. Greenhouse facility being developed to offer alternative curriculum to target year 7 and 8 learners.</p>	<p>The learning of the majority of learners should not be disrupted by low level disruption from a small minority. Qualitative evidence from external inspections and SLT learning walks evidences the effectiveness of the strategy.</p> <p>Behaviour intervention coaches work with Heads of Family to support targeted learners - anticipating issues and acting as a mentor to change long term behaviour patterns.</p> <p>Strategies such as attendance week, home visits, parental meetings, tracking of targeted learners are well documented.</p>	JG, KN HL	£53.5k £31k	31/3/2018
A,B,C,D,E	Increase engagement - reduce exclusions	<p>Provide opportunities to engage learners with low aspirations through in house initiatives such as Princes Trust, Cafe Mandels, Groundworks, Manchester City in the Community. Plans will include engagement with the local community to promote success and a sense of achievement. Build on this success to raise attainment.</p>	<p>Appoint learning mentors (behaviour) to lead the initiative under the supervision of SLT. Provide a budget for activities and an area to work from. Monitor attendance and attainment of learners before and after involvement to gauge effectiveness.</p>	JG	£25k	31/3/2018
A;C	Literacy & Numeracy	<p>The highly succesful IRead programme will continue – learners in Year 7 participate in this 10 week course to improve skills. Statistics average reading age gain of 24 months.</p> <p>Whole school literacy initiatives – catch up sessions, form time literacy, dictionaries, literacy posters, reading books for PP learners.</p> <p>Learners in year 11 have extended curriculum time for core subject - personalised to meet their individual learning needs.</p> <p>Catch up numeracy will take place for learners in year 7. Seconds in faculty will develop a plan for their areas once year 7 learners are allocated.</p>	<p>Analysis of Iread data and reading ages; Learner Voice Intervention registers Year 7 progress data for Maths and English Change and AL learner voice Progress data from catch up plan</p>	CJ FC RH JM SDO	£23.5k	Termly as each cohort complete.
A,B,C, E	Training –	<p>Staff training- staff have a timetabled CPD plan. It has developed the following areas: CHANGE skills. Giles Barrow –</p>	<p>Staff to receive high quality CPD – ‘Lesson Study’ format to enhance intrinsic motivation of staff</p>	PR SDO	£10k	Termly as SDP is reviewed

	Develop outstanding teaching and Learning	<p>continuum training; Differentiation; EAL and how to support EAL learners; Feedback (development of the WIN system); Mindfulness.</p> <p>Think Tanks - staff residentials offer time for time to collaborate and reflect on practice.</p> <p>T&L within the school focuses on developing technological exam skill alongside life long learning and growth mindset. School offers D6 to all learners - this is where school is open on a Saturday and provides learners the opportunity to receive peer coaching from honors students from the local 6th form college. Learners who attend D6 attain one grade more than their peers. They do this because they have a growth mindset and are willing to try. We need to foster this approach in all members of the school community and the training provides strategies.</p>	<p>and enable faculty development and cross faculty sharing of good practice. This includes Lesson recording; Peer observations and reflection. This approach is supported by research.</p> <p>INSET days use to deliver training and support Staff Appraisal - has been developed with a PP focus.</p> <p>Teaching and learning data – collected from learner voice; typicality; learning walks; SOW</p>			
A,C, E	Extra-Curricular	<p>D6 – Saturday School – from November to June every Saturday morning (9am – 1pm)</p> <p>On average, learners who attend D6 on a regular basis increase their GCSE results by one whole grade.</p> <p>Intervention (p7) is offered for all Core subjects across the week. Other interventions and study support groups are available from other faculty areas at additional times.</p>	<p>D6 registers; intervention registers; analysis of 2017 GCSE results.</p> <p>Capped 8 E & M - The gap between outcomes for PP and Non PP learners disappears for those who attend D6</p> <p>Where learners do not attend D6 a gap is evident, but reducing.</p> <p>PP Learners who attend D6 achieve substantial value added gains when compared with their PP cohort who do not attend.</p>	MM	£31.5k	Autumn 17 - Following Summer GCSE results/ year end assessment data
A,C	NTE / In class support	<p>Continue to provide support for learners who are new to English. Induction and integration into class, resources, translation and pastoral support.</p> <p>In class support for PP learners with additional needs and no statement. The range of languages to support has increased and additional resources will be required to support learning</p>	<p>Progress of learners across the EAL Proficiency Scale.</p> <p>SENCO and EAL lead (NM) to ensure effective introduction for NTE learners; work alongside faculty areas to ensure their needs are met.</p>	FC NK)	£34k	Autumn 17 - Following Summer GCSE results/ year end assessment data
E, A	Aspirations	<p>Continue to provide Specialist careers advice from Positive Steps (external provider)</p> <p>My Future Programme; including work experience.</p> <p>Aspirational visits to Universities e.g. Manchester, Lancaster, Cambridge, Bolton. Young Heights and New Heights groups who work on C.V's – visit local colleges and meet weekly. A bidding scheme is open to students – to allow them to access funding to support interests and aspirations.</p> <p>Brilliant club - aimed at year 9 and 10 HP PP learners</p> <p>GSL leaders course for year 11 PP Girls.</p> <p>90 x Year 8 PP students also took part in the Reach for the Future programme.</p>	<p>NEETS remain well below the national average.</p> <p>PP learners targeted to access The Brilliant Club Scholars Programme that employs doctoral and post-doctoral researchers to deliver programmes of academic enrichment to small groups of pupils.</p> <p>Through a combination of university trips, in-school tutorials and online resources, we support pupils to develop the knowledge, skills and ambition needed to progress to highly-selective universities.</p> <p>Reach for the Future programme is to prepare the</p>	KN MR LS	£17.5k £3.2k	<p>Monthly MI reports.</p> <p>Termly aspirations review</p> <p>Analysis of results at the end of each cohort</p>

			students for life beyond school, both inspiring them and increasing their knowledge through STEM (Science, Technology, English and Maths) related activities. 90 PP learners in Year 8 have completed the programme.			
A,B,C,D,E	Pastoral	Holiday revision groups, exam breakfasts, girls mentoring groups. Summer school. Transition activities - Year 6 day camp. Parental engagement and student voice. Year 11 pastoral mentoring	Intervention registers Feedback from Primaries regarding transition activities put on by Maths, Science, English and Computing.	JG SD KN	£8.8k	Autumn 2017\ Spring 2018
A, C	Resources	IT equipment – Chromes books for learners taking BTEC courses. Uniform- when families identify that support is needed. Revision guides for GCSE courses. Pencil cases with basic equipment needed for school. Bus passes where travel is difficult. School meals when hardship is identified. Subsidised ingredients for PP learners taking GCSE Food Technology.	Learner voice Head of Fac to oversee BTEC PP learners progress and effectiveness of the provision of Chromebooks Head of fam to oversee PP learners are resourced and equipped for learning. Head of Fac to ensure PP learners are resources in Food	SDO KN JH SD	£46k	31/3/2018
A,B,C,D,E	Leadership	Staff leading PP in school – Seconds in English, Maths & Science. Assistant Head i/c PP, PP achievement is part of LRC role, Finance Officer. White British Action Plan lead and developed by Headteacher. Catch up year 7 and 8 plan lead and developed by Seconds in English and Maths	Analysis of intervention and PP progress in faculty areas. HOFacs to oversee PP progress and intervention in faculty areas. Staff Appraisal developed to add focus for progress of PP learners and an additional objectives focus on selected 5 WBPP learners.	SDO KN JM RH CCA PR	£50k	Termly

Review of expenditure 2016/17

PUPIL PREMIUM STATEMENT TO 31/3/2017						
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	TOTAL
Behaviour	£ 10,034.11	£ 10,034.11	£ 10,034.11	£ 10,034.11	£ 10,034.11	£ 50,170.56
The Brilliant Club	£ -	£ -	£ 200.00	£ 1,400.00	£ -	£ 1,600.00
Literacy & Numeracy	£ 19,030.00	£ 6,232.00	£ 5,852.00	£ 5,092.00	£ 5,814.00	£ 42,020.00
Training	£ 5,093.27	£ 539.00	£ 476.00	£ 469.00	£ 476.00	£ 7,053.27
Extra Curricular	£ 11,380.00	£ 8,740.00	£ 10,820.00	£ 6,580.00	£ 15,920.00	£ 53,440.00
NTE / In class support	£ 1,900.00	£ 7,600.00	£ 9,500.00	£ 9,500.00	£ 5,380.00	£ 33,880.00
Aspirations	£ 2,924.00	£ 4,208.00	£ 4,373.33	£ 1,471.11	£ 2,420.00	£ 15,396.44
Pastoral	£ 5,832.00	£ 8,606.92	£ 6,106.65	£ 6,392.03	£ 7,359.34	£ 34,296.95
Resources	£ 2,000.00	£ 11,000.00	£ 9,582.00	£ 17,583.00	£ 6,778.00	£ 46,943.00
Leadership	£ 13,101.19	£ 14,311.73	£ 14,493.69	£ 12,492.12	£ 15,039.57	£ 69,438.29
Total	£ 61,260.45	£ 61,237.65	£ 61,403.68	£ 60,979.26	£ 59,186.92	£ 354,238.51
Brought forward from 15/16		£ 38,510.91				
PP Grant 16/17		£ 334,060.00				
Less exp		£ 354,238.51				
Balance CF to 17/18		£ 18,332.40				

Headline	Initiative	Impact
Behaviour	Behaviour coaches Managed removal Parent Drop in Clinic Life fitness Cafe Mandel Boxing Planet Mercy Hair Salon Groundwork	<p>Extract from a report from external consultants (Pioneers Trust) in March 2017</p> <p>Personal development, behaviour and welfare Students typically behave very well, both in and out of lessons. Where teaching is most effective, students have excellent attitudes to learning and are highly motivated to achieve well; many relish the opportunity to tackle demanding and challenging tasks. Where teaching is less effective students tend to work slowly or lose focus but there is no evidence of disruption to learning.</p> <p>There is a calm and purposeful atmosphere throughout the school and the great majority of students are polite, courteous</p>

		<p>and well-mannered.</p> <p>Ofsted March 2016 - extract from report: Pupil behaviour is goodthey behave well, are courteous and respectful and take pride in their school.</p>
The Brilliant Club	<p>Collaboration with Manchester University.</p> <p>Year 9 & 10 - Work to a higher level and to a greater depth than the norm.</p> <p>Challenge to raise aspirations</p>	<p>9 out of the 12 learners who were targeted for The Brilliant Club graduated the course with the following results: 9 learners from year 9 and 10 achieved a 2.2; 9 learners from year 9 and 10 achieved a 2.1 and 1 learner from year 9 achieved a 2.1 with Distinction. Learners enjoyed participating in a graduation ceremony and Manchester University as a celebration of their achievements.</p>
Literacy & Numeracy	<p>iRead</p> <p>Academic Language delivered through the Change Curriculum</p>	<p>iRead - students taking part in this programme improve their reading age by an average of 24 months over the course of the 10 week course.</p> <p>Academic Language in the Change curriculum introduced Year 7 learners to the library and the books and resources it offers learners access to. The number of Fiction and Non-fictions books taken out from library by Year 7 learners from 2015/16 to 2016-17 have increased by 91.3% from after Academic Language was included as part of the year 7 curriculum.</p> <p>Within Academic Language they had termly focus on spellings of key academic words and spelling test results showed that from Autumn term to Spring term PP learners made progress: Pakistani PP learners caught up with Non PP Pakistani learners; WB PP learners made the most progress and narrowed the gap to 0.1, from -0.3.</p> <p>Numeracy catch up - 6 pp year 8 learners have been selected to take part in a trial program focused on inventive numeracy intervention. These learners so far are showing to be making progress.</p> <p>Extract from a report from external consultants (Pioneers Trust) in March 2017 In the main, there was strong evidence of students' well-developed skills in literacy. In many books, standards in spelling, punctuation and grammar were high.</p>
Training	<p>CHANGE training</p> <p>Literacy</p> <p>Feedback</p> <p>NTE</p>	<p>Extract from a report from external consultants (Pioneers Trust) in March 2017 'Many exercise books reflect students' considerable pride in their work. Much of their written work is extremely well-presented.</p> <p>Across the subjects observed, there are examples of some good quality feedback, including verbal feedback during lessons and this is having a positive impact on students' progress'.</p> <p>All staff participating in NTE training delivered by KS3/4 coloraination for the school inclusion unit LEA.</p>
Extra Curricular	D6	<p>D6 operates during term time for 4 hours every Saturday.</p> <p>Analysis of results shows that PP learners who attend D6 make progress that is well above the average of 1000. PP learners at D6 make on average 19 value added points more than those who do not attend.. PP learners obtained more</p>

value added points than non PP - reversing the gap.

2016 Results for learners who did not attend D6				Gap	2016 Results for learners who attended D6				Gain	Gap
Value Added Total Measure		Total	Percent		Total		Percent			
Capped8 +EM VA Score		ALL	998.12		ALL	1015.699			17.58	
		Not PP	999.14		Not PP	1015.426			16.29	
		PP	996.809	-2.331	PP	1016.17			19.36	0.744
		Number			Number					
Capped8 +EM Pupils Included (Coverage)		ALL	96	98	ALL	60	96.8			
		Not PP	54	98.2	Not PP	38	95			
		PP	42	97.7	PP	22	100			

NTE / In class support

Specialist support and resources

2 NTE specialists work with 29 identified EAL learners from across all year groups. This involves a mixture of inclass support individual / group targeted support. They receive regular oracy assessments.

Aspirations

My Future Careers and Aspirations Programme and framework in place.

Inspiring IAG Gold award achieved April 2016.

Destination statistics show above average sustained engagement in employment and training.

The number of learners who leave MMHS who are not in education, employment and training is better than local and national averages. Furthermore, the number of learners who remain in learning is higher than local and national averages. Learners are well informed, and supported with decisions about their post 16 options.

Not in education and Training	Statistical information			
	Academic Age 16-17	Year 12	Year 13	Year 12 remaining in Learning
Rochdale	4.0%	4.20%	3.80%	92.0%
Statistical Neighbours	3.6%	2.90%	4.20%	94.5%
England Average	2.90%	2.10%	3.50%	94.9%
MMHS	1.40%	1.10%	1.60%	96.6%

Pastoral

Transition Activities
Alternative Provision
Anti-bullying Ambassadors

Year 6 camp,
Successful initiatives - Cafe Mandels, Groundworks, Boxing,
Multi school launch event hosted at MMHS. Learners trained as anti-bullying ambassadors.

Resources

IT resources
Summer School
Uniform
Revision guides
Exam Breakfast
Subsidised visits

PP Summer school took place and 40 transition learners attended. Event involved parental engagement. LAC PP learners were issued with a chrome book to ease access to digital resources.
Uniform provided where need identified.
PP learners were issued with revision guides for all GCSE subjects.
All PP learners provided with breakfast throughout the exam season..

Leadership

Staff Leadership Course

27 staff have participated in a Leadership training course. This involved all Middle and Senior leaders. The course involved a balance of practical and theoretical approaches and involved 1-2-1 coaching with Giles Barrow. PP learners benefit from strong leadership in faculties and understanding of strategies to accelerate teaching and learning.

