



## **Use and Impact of Pupil Premium funding on raising student achievement:**

### **Pupil Premium Grant (PPG) and Free School Meals**

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## 1. Context:

At Mark Hall Academy, our motto of “Aspire, Endeavour, Achieve” is underpinned by “Achievement for ALL students”. High expectations and aspirations are an integral part of our ethos. We strive to ensure that we have a culture in which all staff do all they possibly can to ensure that the students reach their full potential and achieve the best possible outcomes in everything they do. We strongly believe that all students should have the opportunity to achieve well regardless of their economic or social situation. The PPG is intended to support these students to succeed and ensure that they are not disadvantaged in any way.

When we refer to ‘Pupil Premium (PP) students’, we mean students who are eligible for free school meals (FSM), are looked after children (LAC) continuously for more than six months, including those who have been adopted, or children who have parents serving in the Armed Forces. The most recent formula for calculating the PPG is based on students who have been eligible for free school meals at any point in the previous six years, known as the “Ever 6” calculation. At Mark Hall Academy, the Vice-Principal (M.Hazle) is the senior leader responsible for the oversight of how the PPG is allocated. There is a named Governor (R.Levy) who works with the senior leader to ensure the funding is spent appropriately. The PPG spending is monitored by the Governors through reports to the Local Governing Body meetings.

Pupil Premium money is ring fenced to ensure that it is spent on the target group. Staff can bid for PP funding in order to enhance the opportunities for the target group. Staff are fully aware of which students are PP and must take account of this when planning Schemes of work, lessons and interventions as well as trips, extra-curricular/enrichment and other activities. Although the academy use a range of intervention strategies, our core focus is on ensuring that all students receive ‘quality first teaching’. The aim of the PPG is to close the attainment gap by funding targeted interventions and strategies within the academy.

The purpose of the Pupil Premium is to narrow the achievement gap (attainment and progress) between students from low income families and their peers by ensuring that this funding reaches the students who need it most. Schools have the freedom to spend this funding as they see fit based upon their knowledge of pupil needs.

## 2. Aims

- Mark Hall Academy will carefully ring-fence the funding at the beginning of the academic year so that it is spent on a targeted group of students.
- Mark Hall Academy will not confuse eligibility for PP with low ability, and will focus on supporting our disadvantaged students to achieve the best possible outcomes.
- Mark Hall Academy will thoroughly analyse those students that are underachieving in all years and in all subjects. Rapid and responsive intervention strategies will be put in place to help them get back on track in order to reduce the attainment gap.
- Mark Hall Academy will endeavour to adopt a 'reflective' approach and will carefully consider evidence from past experience and then use this information to inform the allocation of funding to strategies that are most likely to have the biggest impact on the outcomes for the targeted students. We will draw on research evidence (such as the Sutton Trust toolkit) and own evidence.
- Mark Hall Academy will strategically deploy teachers to intervention groups where required and utilise the strengths of support staff with a track record of raising progress and attainment. We will endeavour to recruit and then always deploy highly trained Learning Support Assistants who understand their role in helping students.
- Mark Hall Academy will make good use of achievement data to monitor the impact of interventions, rather than just evaluating the data retrospectively. This will be completed six times throughout the academic year.
- The academy will designate the Vice-Principal (Curriculum and Standards) as having the main responsibility for raising pupil achievement who will coordinate a specific working group of relevant staff on Pupil Premium outcomes.
- The Vice Principal (Personal Development, Behaviour and Welfare) will coordinate her teams to provide the best possible pastoral and academic support.
- Mark Hall Academy will make sure that all staff maintain an up-to-date awareness of those students eligible for the PPG to ensure a shared accountability for accelerating their progress.
- The academy aims to ensure that quality first teaching meets the needs of each student, so as to avoid catch up intervention.
- Mark Hall Academy recognises the need to focus on more than just academic strategies and will seek to implement projects to tackle a range of issues such as attendance, behaviour, attitudes to learning, factors outside school, careers information, advice and guidance, literacy support, facilities for self-guided study and additional enrichment activities. This is in order to increase social mobility and to enable more students to go to the top universities.

### 3. Use & Impact of pupil premium spend :

#### 1. Summary information

School	Mark Hall Academy				
Academic Year	2016/17	Total PP budget (estimated)	£100,980 (Sept. 16-Sept.17)	Date of most recent PP Review	November 2015 & February 2016
Total number of pupils	569	Number of pupils eligible for PP	108	Date of next internal review of this strategy	January 2017

#### 2. Current attainment

	<i>Pupils eligible for PP 2015/16 (21/87 – 24% of cohort)</i>		<i>Pupils not eligible for PP 2015/16 (27.8% - mainstream)</i>	
Year 11 2015/16 cohort APS on entry (predecessor school)	English 23.47	Maths 25.94	English 26.60	Maths 31.42
Year 11 2015/16 APS on exit (Year 3 as MHA)	English 31	Maths 31.42	English 40.38	Maths 38.60
% achieving 5A* - C inc. English & Maths (2012/13) – predecessor school	1%		31%	
% achieving 5A* - C inc. English & Maths (2015/16)	25%		52%	
% achieving expected progress in English / Maths (2015/16)	English 45%	Maths 55%	English 80%	Maths 65%
Progress 8 score average (from 2016/17)				
Attainment 8 score average (from 2016/17)	3.7		4.93	

#### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

### **In-school barriers** (*issues to be addressed in school, such as poor literacy skills*)

<b>A.</b>	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
<b>B.</b>	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3 Maths. This prevents sustained high achievement through KS4 Maths.
<b>C.</b>	Casual entrants (CE) and Mid-term admissions (MTA) who are eligible for the PP are not making the desired rates of progress. Behavioural concerns within this group.

### **External barriers** (*issues which also require action outside of school, such as low attendance rates and home learning environment*)

<b>D.</b>	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
<b>E.</b>	Ability of parents to support students with rigours of work and at times lack of access to computers/internet facilities.

## **4. Outcomes**

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress estimates and 100% meet expected estimates. Other pupils still make at least the expected estimates. This will be evidenced using programmes such as accelerated reader assessments and English GL Progress assessments in September, March and June.
<b>B.</b>	Improved rates of progress across KS3 Maths for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 Maths raw scores make as much progress as 'other' pupils identified as high attaining, across KS3 Maths, so that 85% or above are on track for their expected estimate by the end of KS4. Where they are not, the Maths department are putting in place wave 1 interventions using identified staff, monitored by Head of Faculty and ALT.
<b>C.</b>	Improved rates of progress for Casual entrants and Mid-term admissions who are eligible for PP. Reduced behavioural points for this group – conduct points tracked.	KS3 Pupils eligible for PP identified as CE or MTA make as much progress as 'other' pupils in EBAC subjects, so that at least 50% exceed progress estimates and 75% meet expected estimates. This will be evidenced using the GL Progress assessments and TA's. Interventions by departments will then be monitored by Head of Department and ALT. MTA/CE conduct points are positive.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Further reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 92% to 95% in line with 'other' pupils.
<b>E.</b>	Ability of parents to support students with rigours of work and at times lack of access to computers/internet facilities	Students to be identified and scheduled to attend Meteor Club with SALT support. Homework rates increase and percentage of detentions to fall by 50%

## **5. Planned expenditure**

<b>Academic year</b>	2016/17
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The heading below demonstrate how Mark Hall Academy is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole academy strategies.

### **i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved Year 7 literacy progress	CPD on self-regulated writing for relevant teachers.	We want to offer high quality teaching to all these pupils to drive up progress and results. CPD course was selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development.	Course selected using evidence of effectiveness, cover staff organised well in advance. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Second in English	January 2017
A. Improved Year 7 literacy progress	CPD on Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language	Components of language identified as an area of weakness from moderation  Schools in the English network have successfully trialled this approach.  Accelerated Reader was shown to have a positive impact in an independent evaluation.	HOD to oversee resources and scheme development with KS3 lead for English and SENCO.	Second in English	October, March and June 2017
A. Improved progress	Staff training on high quality feedback and assessment led Schemes of Work	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Use INSET days to deliver training. Lesson observations to see PLC approach and intervention in lessons Students engaging with and responding to RAG on PLC Initial, 3 month and 6 month evaluation through moderation and assessment grades.	Vice Principal  Assistant Principal	January 2017
<b>Total budgeted cost:</b>					£32,000

### **ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress	121 and small group provision of Read Write Inc 'Fresh Start' for struggling Y7 & 8 pupils.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme (blocks of time identified and reviewed for impact) Teaching Assistant CPD for TAs delivering Fresh Start. Pupil Premium Co-ordinator to liaise with parents of targeted children.	Pupil Premium Coordinator  SENCO	January 2017
B. Improved Year KS3 numeracy progress	121 and small group provision for struggling Y7 & 8 pupils.	Some of the students need targeted numeracy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme (blocks of time identified and reviewed for impact) Teaching Assistant CPD for Tas delivering strategies. Pupil Premium Co-ordinator to liaise with parents of targeted children.	Pupil Premium Coordinator  SENCO	January 2017
B. Improved progress for high attaining pupils at KS4 in English & Maths	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	Head of Maths/ English	March 2017
C. Improve progress for MTA's and CE pupils	'Welfare' mentoring through PL and GM's.  Counselling	Historically students who have a large number of disruptions to their schooling will make slower rates of progress than 'others'. This group of pupils is making significantly less progress against estimates in the academy.	Initial baseline testing (GL Assessments) to be implemented as part of their induction Integration protocols and procedures. Regular fortnightly meetings with PL or GM to discuss progress. Regular updates provided to parents.	Phase Leader  Guidance Manager	January 2017
<b>Total budgeted cost:</b>					£68,000
<b>iii. Other approaches</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	EWO employed to monitor pupils and follow up quickly on trancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of EWO about existing absence issues. PP coordinator, EWO, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance to parents / guardians. EWO to visit all PA at home to discuss attendance with parents / guardian and explore barriers	Pupil Premium Coordinator	January 2017
C. Reduced behavioural points for MTA's and CE pupils.	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use PL/GM to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	Phase Leaders  Guidance Managers  Heads of Faculty	June 2017
E. Increase attendance at Meteor club and reduce detention percentage.	Use TA and student leaders to monitor attendance to Meteor club	The EEF Toolkit suggests that PP students may not always have the most conducive learning environment outside the academy.	Designated roles and responsibilities for monitoring of provision and the impact to be measured.	TA  Student leaders  Phase Leaders  Guidance Managers	January 2017
<b>Total budgeted cost:</b>					£24,100

## 6. Review of expenditure

Previous Academic Year

2015/16

**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact: Was success criteria met? Was there a difference between PP and Non-PP pupils?	Lessons learned	Cost
<p>Improve attainment across the curriculum</p>	<p>Learning Support Assistants Further develop in-class and other support from LSAs to personalise the support needed by students. Training on (SLCM) Speech, Language, Communication <b>Interventions</b> Students who are not on track to achieve their target grades in Year 11 will receive small group or 1-to-1 support in Core subjects.  Targeted students (including the PP and other DVG's) will attend compulsory after school in the core subjects.  Information and 'Revise Right' evenings for parents.  Study boost residential for invited PP students in Year 11 where these students will receive workshops on 'overcoming barriers', motivation, Core subject revision skills and outdoor pursuits.  Use of support staff for additional qualifications – ECDL  Deeper Learning Days Extra-curricular 'booster sessions Revision/study materials required for Easter Academy Scientific calculators Soft-student interviews to gather intelligence</p>	<p><i>Mixed:</i> We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. However, Progress 8 data shows that not all PP students made expected progress.  Attendance to subject specific interventions and impact tracked across data drops  All PP students in Year 11 achieve Merit, Distinction or Distinction* in the ECDL qualification – A8 score improved  All parents of PP attend academy information evenings – 100% attendance  PP students close the gap towards the Non-PP at the academy and against national outcomes. Year 11 2016 targets: English 3LOPs PP 50% &amp; 4LOPs 20%; Maths 3LOPs PP 48% &amp; 4 LOPs 19%  Booster sessions and Deep Learning Days targeted to secure improved LOPs and CA grades/baseline and end of session progress to be monitored</p>	<p>The academy needs to be even more strategic on the allocation of spending for LSA's and other staff support. It must be targeted with effective, regular MER to measure impact in line with the academy assessment cycle.</p>	<p>£16,500 allocated from staff salaries for PP coordinator and English HLTA  £18,500 allocated from staff salaries for Maths Intervention teacher and Maths HLTA  £5k allocated from TA salaries for specific support for PP students.</p>

**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Was success criteria met? Was there a difference between PP and Non-PP pupils?	Lessons learned	Cost
<p>Improve attainment across the curriculum</p>	<p>Academy AEA 'Nurture' group for Year 7 English            Small group targeted maths intervention/MyMaths-targeted workbook; HLTA deployment.            Year 7 Catch-Up Grant            Continue to use the funding from the Catch up grant for the relevant PP students to support their progress in Maths and English – Nurture Group            'At risk' PP students in one group-skilled practitioner &amp; QFT from PP coordinator to secure progress            Small group maths intervention based on need/gaps; HLTA and intervention staffing support            Additional curricular resources - £100.            Additional Educational Resources for Looked After Children – For 2015-16 each looked after child has a Personalised Educational Plan drawn up by our specialist worker in conjunction with the local authority to ensure that each student receives resources and support which would be appropriate for them as an individual.</p> <p>Calculators, stationary and a place to study provided by academy; also could include, IT equipment, revision materials, catering resources and musical lessons or equipment.</p> <p><b>Holiday &amp; extra-curricular Study Programmes – meeting IEPs of PP</b></p>	<p>Targets met for PP students in English and Maths Year 7 not secondary ready by end of year (100% secondary ready)</p> <p>Year 7 – Increase PP progress by 20% to match Non-PP            Year 8 – Increase PP progress by 23% to match National Average            Year 9 – Increase PP progress by 6% to match Non-PP            Year 10 – Increase PP progress by 21% to match Non-PP            Year 11 – Increase PP progress by 39% to match Non-PP</p> <p>Specific gaps for subjects are identified for the PP students and measured prior to the sessions and after. Gaps closing year on year across subjects on key measures.</p> <p>Improved rates of progress for identified gaps/levels of progress            Increased rate of PP students progressing to Level 3 qualifications and remaining on courses</p>	<p><i>Mixed:</i> Although we continue to reduce the deficit between the PP and 'other', the rates of progress are still not at the same as other 'groups' and Non-PP.            The way that the academy tracks the PP students and relevant strategies used to increase progress needs to be more proactive rather than reactive to the situation.</p>	<p>£22k allocated from teaching staff salaries for Y7 AEA 'not-secondary ready' teacher</p> <p>£10k anticipated to be received March 2016</p> <p>£9k allocated for Holiday Academies</p>
<p><b>iii. Other approaches</b></p>				

Desired outcome	Chosen action/approach	Estimated impact: Was success criteria met? Was there a difference between PP and Non-PP pupils?	Lessons learned	Cost
<p>Increased attendance rates/reduced PA amongst PP pupils.</p> <p>Reduced behavioural incidents for PP – FTE's reduced.</p>	<p>EWO on site/tracking and implementing staged approach (letters, family liaison)</p> <p>Early warning letters, home visits, EWO mentoring, Attendance report cards</p> <p>EHC for 1 medical PP student</p> <p>Support programmes for 2 PA students</p> <p>Differentiated curriculum</p> <p>Use of off-site provisions where appropriate</p> <p>Comprehensive CEIAG programme</p> <p><b>Counsellor Support</b></p> <p>Track the overall progress, attendance, engagement of PP students receiving counselling and match against agreed KPIs</p>	<p>Average PP attendance = 92.18% (MABS PP currently = 93.45%)</p> <p>MABS PP attendance to be 95% b end of 2016</p> <p>PP students attendance in line with Non-PP and overall academy targets.</p> <p>Rising trend in attendance towards PP target of 92.7% attendance – incremental improvements</p> <p>Reduced FTE of identified PP issues</p> <p>0% PEX for PP students</p> <p>0% NEETS</p> <p>All PP students complete initial course</p> <p>Students receiving this support achieve relevant outcomes in order to progress POST-16.</p>	<p>PP attendance continues to improve in line with academy trajectory. However, a small number of students who are PA/school refusers have a large impact on the overall PA figures for PP students – earlier alternative provisions need to be addressed and identified as soon as possible.</p>	<p>£12k allocated from staffing budget for Education, behaviour and support services</p> <p>£18k allocated in 2015-16 for off-site provision for PP students:</p> <p>2 x Y9 students</p> <p>1 x Y10 student</p> <p>7 x Y11 students</p>

## 7. Additional detail

Our full strategy/impact statement and action plan can be found online at: [www.mha.attrust.org.uk](http://www.mha.attrust.org.uk)