

## Pupil Premium Grant 2016/17

Pupil Premium Grant (PPG) is additional funding allocated to schools to enable them to raise the attainment of disadvantaged pupils and close the gap between those in receipt of Pupil Premium and their peers.

The funding is allocated specifically for pupils from low-income families who eligible for free school meals (FSM), looked after children (LAC) and those from families with parents in the Armed Forces.

Each individual school decides how Pupil Premium is best spent to raise achievement and improve outcomes for identified pupils. Schools are however held accountable for how the funding is used and are expected to report to parents/carers and the Governing Body on Pupil Premium Grant expenditure.

Melland High School is keen to maintain the confidentiality of individual families' financial circumstances and therefore targets Pupil Premium sensitively; some activities will benefit all pupils whilst others are more specifically targeted. The inclusion of pupils entitled to FSM and LAC is central to the ethos of the school. The Governing Body approves decisions on how Pupil Premium should be targeted to ensure efficient and effective outcomes for pupils eligible for FSM or LAC. Currently we have no pupils in school from families with parents in the Armed Forces. It should also be noted that Pupil Premium is not an individual budget allocated to a family for their child's education.

Melland High School works with all pupils at an individual level to maximise their progress. Pupil Premium funding allows us to carefully target our LAC/FSM population and ensure their holistic needs are addressed. We also recognise that pupil progress for our population, particularly LAC and pupils entitled to FSM, is linked to emotional health and wellbeing and resilience.

Careful analysis of the school's performance data indicates that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average

Whole school and Pupil Premium initiatives are driven simultaneously, underpinned by relevant research and consultation. To this end the school has referenced the findings of The Sutton Trust and Education Endowment Foundation's (EEF) "Pupil Premium; Next Steps" report July 2015, in addition to the EEF Teaching & Learning Toolkit in order to ascertain the most cost effective interventions which have impacted positively on pupil outcomes.

In the 2016 – 2017 financial year schools received the following funding for each pupil registered as eligible for free school meals at any point in the last 6 years:

£935 for eligible secondary age pupils

£1900 for LAC pupils

### **The Impact of Pupil Premium Funding on achievement**

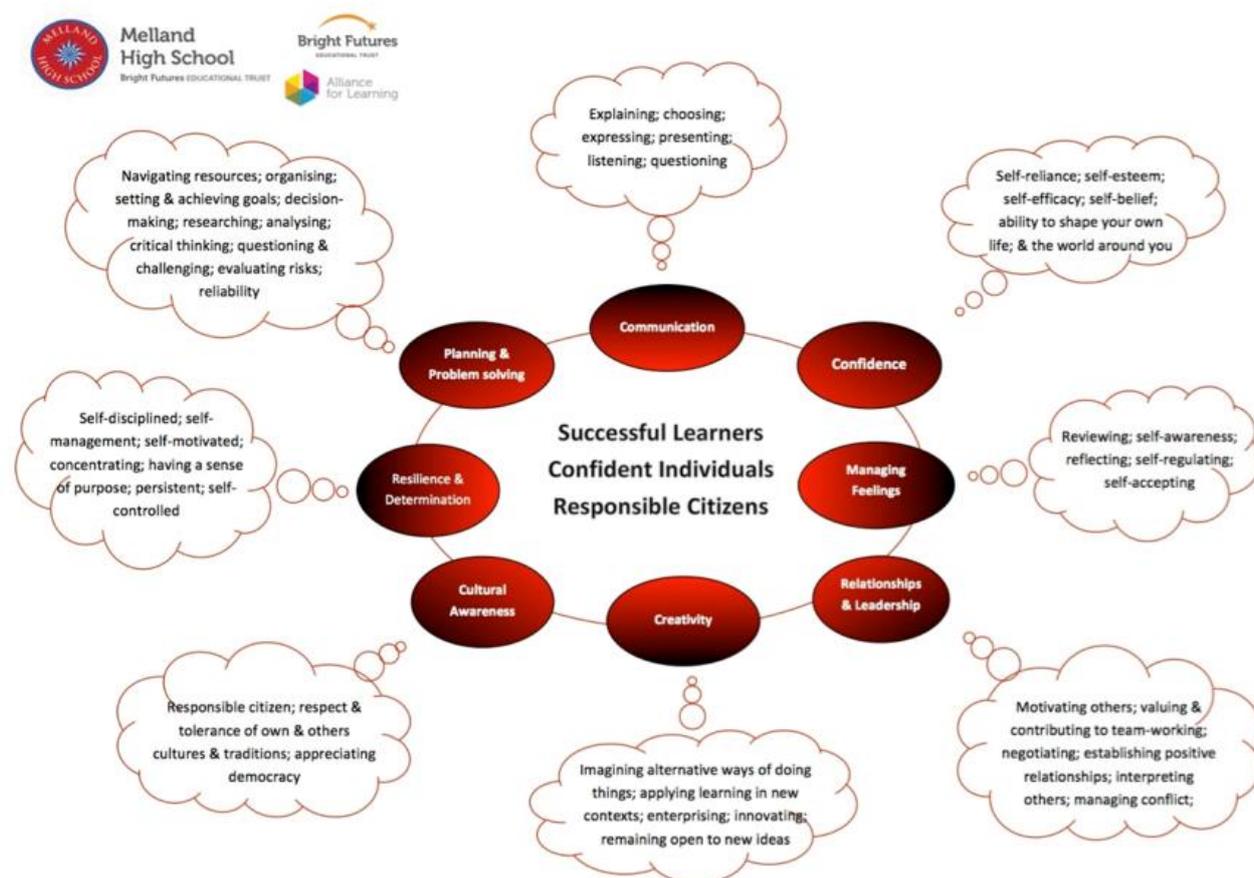
The attainment and progress of pupils eligible for Pupil Premium is carefully monitored and recorded through detailed and meticulous systems of formative and summative assessment.

## The impact of Pupil Premium is evaluated using a range of measures

In addition to traditional progress measures and resulting data, Melland High School has acknowledged the importance and challenge of providing quantitative evidence of the development of individual students' personal skills and qualities.

Through the use of Spiritual, Moral, Social and Cultural (SMSC) outcomes (see illustration below), Case Studies and Student Voice we are able to effectively capture and articulate the impact of the range of personal development experiences listed below;

- Achieving in education
- Career success
- Being healthy
- Experiencing positive relationships
- Involvement in meaningful, enjoyable activities.
- Personal outcomes such as happiness, increased self-esteem and confidence



Melland High School has received £63,166.25 Pupil Premium Grant in 2016 – 17. This amount has enabled targeted support to be given to pupils eligible for PPG.

In terms of effectively utilising PPG to diminish any difference between those pupils in receipt of PPG and those not, analysis and subsequent evaluation confirms there is no discernable difference between the two groups of pupils.

Meaningful national comparisons remain problematic due to a lack of correlated relevant data for specialist support schools.

## Evaluation of Impact

### Initiative 1

#### **Continued provision of 1:1 support for 10 pupils in receipt of PPG with complex needs**

**Costings** 3 X TA2s @ £45,000 in total

**Details** Evidence such as progress data analysis and individual case studies confirm the impact of 1:1 targeted support on PPG pupil outcomes; the EEF Toolkit notes that “evidence suggests that TAs can have a positive impact on ... achievement” and that “TAs can improve learning if they are trained and deployed carefully.” Pupils with complex needs and associated challenging behaviour continue to require individual TA support to provide a consistent, personalised approach for curriculum delivery.

#### **Expected Outcomes**

- 90% of the targeted PPG pupils will achieve their 2016/17 targets in English and maths
- Improved behaviour outcomes linked to “Personal Intervention Strategy” plans (which identify the need for 1:1 support) which will be evidenced via individual case studies.
- A reduction by 25% in incidents recorded via SIMS; Behaviour Manager for targeted PPG pupils

### **Evaluation of Impact**

#### **July 2017**

- 90% of targeted PPG pupils achieved their targets in English & maths.
- 50% of targeted PPG pupils have demonstrably improved behaviour outcomes. This is evidenced via individual case studies which clearly identify the impact of behaviour intervention strategies on each pupil’s achievement and personal development.
- An average reduction of 25% in recorded incidents for the targeted PPG pupils has been identified.

### **Initiative 2**

#### **Provision of iPads for pupils in receipt of PPG in order to improve their communication skills**

**Costings** 31 iPads @ £15,000.00 in total

**Details** The innovative use of media & technology continues to be an area of excellence at MHS and will be enhanced by pupils’ extended use of iPads and App technology. There is evidence to suggest that the use of technology such as iPads has the greatest impact when it is used to support and improve specific learning such as communication skills or writing - EEF Teaching & Learning Toolkit 2016. The creative use of iPads across the curriculum will provide a personalised approach to the development of communication at all levels, promoting effective and meaningful progress and achievement.

#### **Expected Outcomes**

- 100% of PPG pupils targeted have made at least good progress (see MHS definition of good/outstanding progress) towards their EKS3 or EKS4 targets in Spoken Language and/or Listening
- 100% of PPG pupils targeted have made at least good progress (see MHS definition of good/outstanding progress) towards their EKS3 or EKS4 targets in Writing
- An increase of targeted PPG pupils’ skills in iPad and App use across the curriculum has been evidenced through pupil voice and questionnaires

## **Evaluation of Impact**

### **July 2017**

- 100% of PPG pupils' targeted achieved their EKS3 & 4 targets in Spoken Language and/or Listening
- 90% of PPG pupils' targeted achieved their EKS3 & 4 targets in Writing. 100% of targeted PPG pupils questioned during the spring term successfully identified an increased use of iPads across the curriculum for example citing within Science; to facilitate well-being and reduce stress; as part of a free choice session and across the maths curriculum. Pupils were also able to name a range of appropriate Apps used during specific lessons and during their free time.

## **Initiative 3**

### **Continue the role of .2 Jobs Coach to support Work Related Learning (WRL) for pupils in receipt of PPG at Key Stage 4**

**Details** The role of Jobs Coach continues to impact positively on pupil outcomes. In 2015/16 the evaluation of the impact of the role identified; challenging & aspirational placements, excellent employer feedback and clear value for money. Placements averaged a maximum of 20 pupils per term; In the Autumn term 2015 - 3 individual pupils undertook a 5-day placement; Employers included The Peoples History Museum, The Lowry, Debdale Eco Centre; A compilation of individual case studies effectively reflected each pupil's development of a range of key personal skills including managing feelings; relationships & leadership; resilience & determination. Increased achievement in English and maths was evident in the achievement of challenging end of key stage targets. The continuation of the role would sustain and enhance the high quality provision of Work Related Learning for PPG pupils at KS4.

**Costings** 1 day per week term time @ £7,600

### **Expected Outcomes**

- Provision of meaningful and aspirational work related learning opportunities for up to 20 KS4/5 PPG pupils
- 90% of the targeted PPG pupils will achieve their EKS4 2017/18 targets in English and maths
- The impact of WRL experiences will be effectively evaluated in terms of targeted PPG pupil's improved employability and personal development skills. Evidence will include employer feedback/staff evaluation and the achievement of any relevant national accreditation.
- A review of the impact of the role of job's coach will also be undertaken during the summer term 2017 by the Heads of KS4 & 5

## **Evaluation of Impact**

### **July 2017**

- 20 KS4/5 PPG pupils have successfully accessed meaningful and aspirational work related learning opportunities. Impact of WRL experiences has been effectively evaluated in terms of targeted PPG pupil's improved employability and personal development skills. Evidence includes employer feedback/staff evaluation and the achievement of relevant national accreditation.
- 90% of the targeted PPG pupils have achieved their EKS4 2017/18 targets in English and maths
- A review of the impact of the role of job's coach has been undertaken during the summer term 2017 by the Heads of KS4 & 5. The role is considered to be vital to the continued success of pupils within the WRL curriculum and beyond. Outcomes have been presented to LGB and a continuation of the role has been approved.