



**Melland
High School**
Bright Futures EDUCATIONAL TRUST

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Impact of Pupil Premium Grant

2017 - 2018

Impact of Pupil Premium Grant 2017/18

Pupil Premium Grant (PPG) is additional funding allocated to schools to enable them to raise the attainment of disadvantaged pupils and diminish the difference 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 2017 – 2018 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

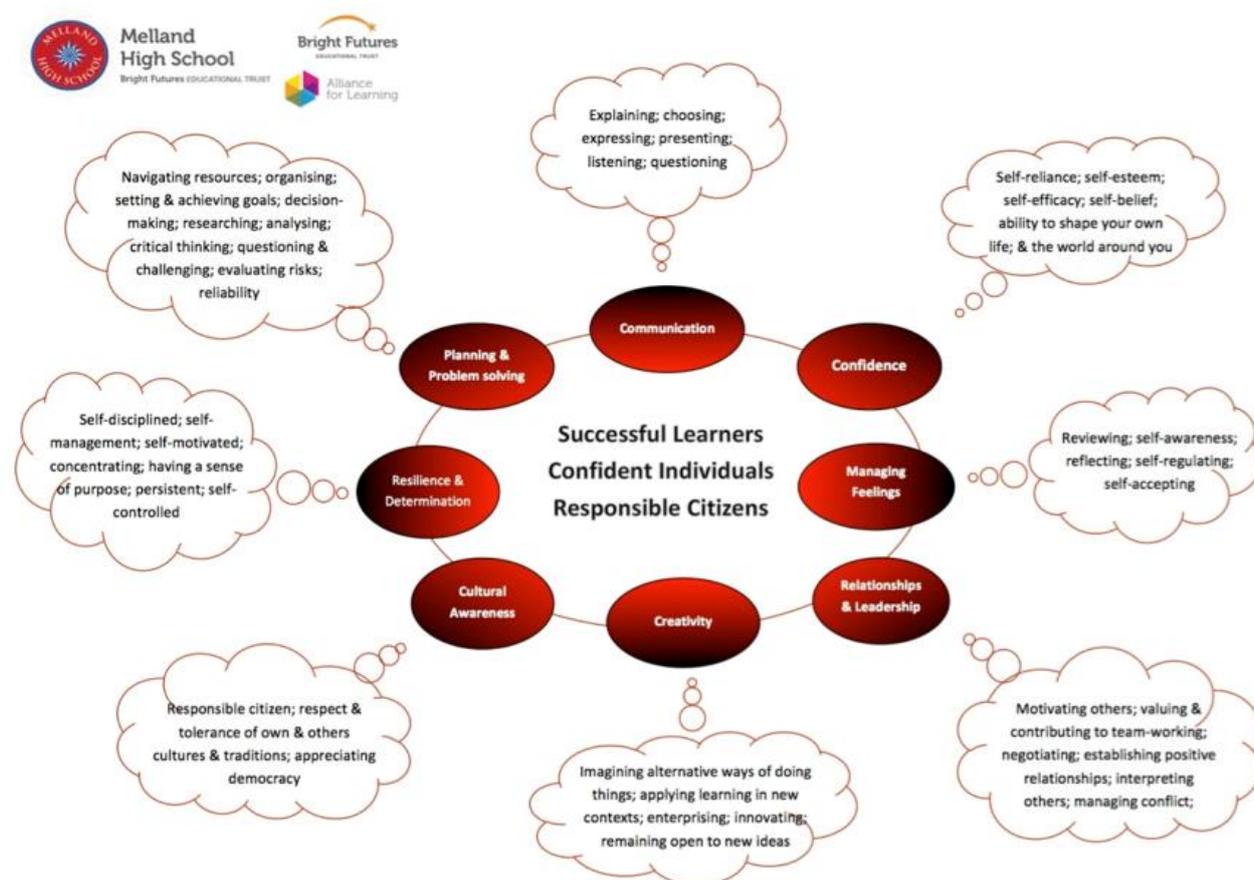
LAC pupils – see individual Personal Education Plans (PEP) for detailed income, spend and evaluation of impact

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 £41,494 Pupil Premium Grant to date for 2017 – 18. 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 25 pupils in receipt of PPG with PCLD (Profound & Complex Learning Disability) and pupils requiring 1:1 behaviour support

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 PCLD and those in receipt of Positive Intervention Strategies continue to require individual TA support to provide a consistent, personalised approach for curriculum delivery, bespoke assessment and specific behaviour interventions.

Evaluation of Impact

- 100% (5) PPG pupils (PMLD), demonstrated progress via Quest for Learning, a development assessment tool that encompasses 43 steps set within communication, social interaction and engagement (or early cognitive development), engagement and access technology.
- The specific steps were tracked over time using MAPP (*Mapping and Assessing Personal Progress*) allowing the teacher to track each learning intention against acquisition or prompting, accuracy, maintenance (learning over time) and generalisation.
- Learning intentions were tracked termly and judgements made based on evidence collected over time. Evidence is made up of photographs and adult observations.
- 90% (9) PPG pupils (Complex Needs) achieved their 2017/18 targets in specific strands of Autism Progress
- 100% (10) PPG pupils with Personal Intervention Strategies (P.I.S) identifying the need for 1:1 support demonstrated improved behaviour outcomes which resulted in a 35% reduction in incidents recorded via SIMS; Behaviour Manager and individual case studies.

Initiative 2

Extend the use of iPads & associated App technology for pupils in receipt of PPG in order to improve their communication skills

Costings £1500

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 technology such as “Eye Gaze” and the “Evidence for Learning” App across the curriculum will also enable teachers to readily evidence and track progress, provide a personalised approach to learning at all levels and promote effective and meaningful progress and achievement.

Evaluation of Impact

- 100% of PPG pupils (64) made good or outstanding progress (see MHS definition of good/outstanding progress) towards their EKS3 or EKS4 targets in English.
- 100% of PPG pupils (64) made good or outstanding progress (see MHS definition of good/outstanding progress) towards their EKS3 or EKS4 targets in maths.
- A demonstrable increase of pupils' skills in iPad, Eye Gaze and App use across the curriculum was evidenced through achievement of EKS targets, pupil voice, questionnaires and a range of media skills confirming that any difference between pupils in receipt of PPG and those not is effectively diminished.

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

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

Details The role of Jobs Coach continues to impact positively on pupil outcomes. Employers included The Lowry, Debdale Eco Centre and Small Wonders Nursery. Individual case studies consistently detail each pupil's development of a range of key personal skills including managing feelings; relationships & leadership; resilience & determination. Increased achievement in English and maths remains 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 and in particular enhance the innovative community project at Sacred Heart Church Gorton including a community café and a range of environmental projects.

Evaluation of Impact

- Provision of meaningful and aspirational work related learning opportunities for 18 KS4/5 PPG pupils
- 96% of the targeted PPG pupils achieved their EKS4 2018 targets in English and maths
- The impact of WRL experiences was 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 any relevant national accreditation.
- A review of the impact of the role of job's coach was undertaken during the summer term 2018 by the Heads of KS4 & 5 and presented to Governors.

Initiative 4

To raise standards in ICT & Reading through the more effective provision of home learning for a targeted group of Year 7 & 8 pupils in receipt of PPG

Costings £100

Details

- A significant percentage of parents/carers have requested that pupils are set homework / home learning more frequently prompting a whole school cross curricular focus in the Autumn/Spring term 2017/18 and inclusion in the SIP 2017/18
- EEF Toolkit 2016 states that how homework is set is likely to be very important. There is some evidence that homework is most effective when used as a short and focused intervention; when it is an integral part of learning rather than an add on and when pupils are provided with high quality feedback.
- There are few costs associated with homework although there are implications for staff time in terms of preparation and marking and costs for additional resources may need to be considered. Overall costs however are estimated as very low.
- It is important therefore that homework is linked to what is being learned in class; embraces a variety of tasks with different levels of challenge; is based on quality rather than quantity; provides pupils with specific and timely feedback and has a clear and shared purpose.

Evaluation of Impact

- Clear definition of home learning is understood and shared by the whole school community
- Increase in staff skills, knowledge, understanding and confidence in identifying the homework setting process
- Parents/carers questionnaires / feedback / involvement report improved understanding of home learning & communication with staff
- Improvement in EKS outcomes in Computing & English