

Melland High School

Pupil Premium Grant

2018 - 2019

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 individually delivered. 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. 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 is in line with that of their peers both locally and nationally.

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

In the 2018 – 2019 financial year schools will receive 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

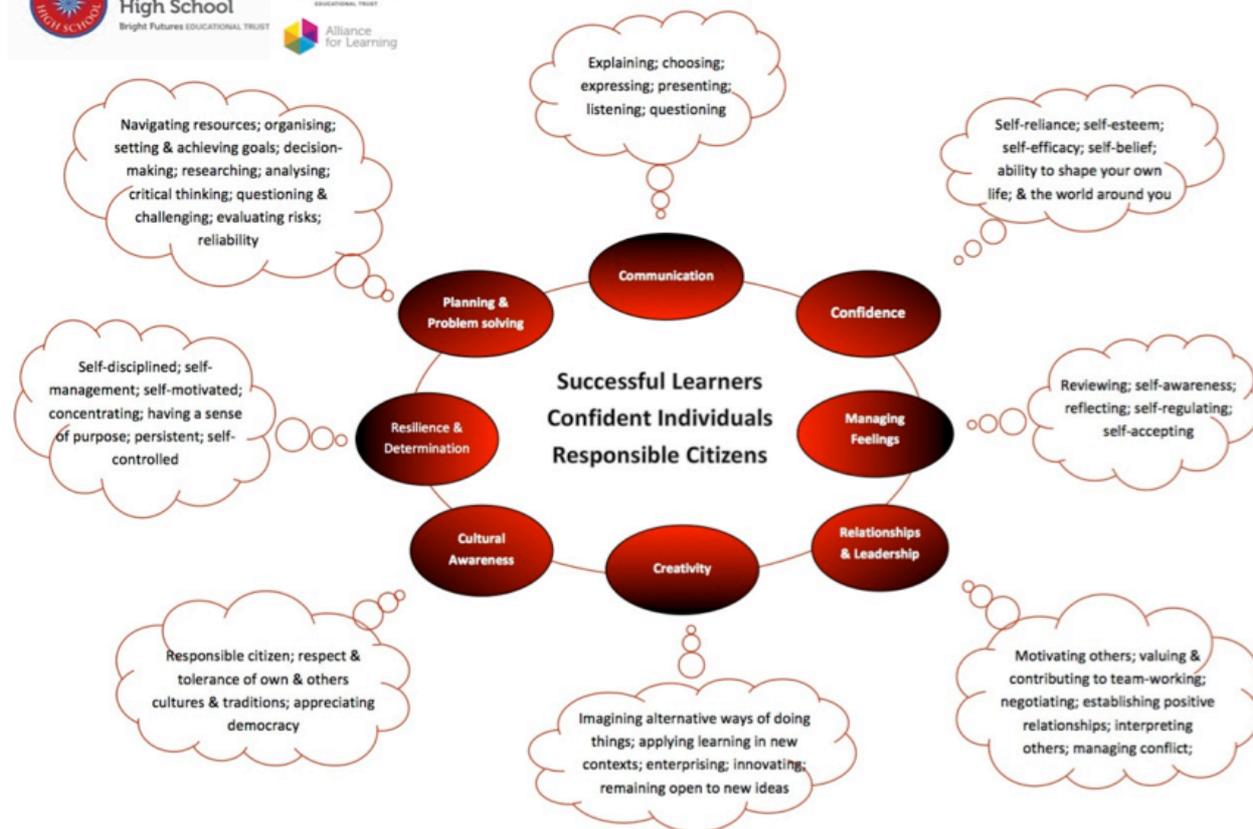
Looked After Children (LAC) – see individual Personal Education Plans (PEP) for detailed income, spend and evaluation of impact

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 outcomes 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



The school expects to receive £54,000 Pupil Premium Grant (PPG). This amount will enable targeted support to be given to pupils in receipt of PPG via the activities and provision detailed below.

In terms of effectively utilising PPG to diminish any difference between PPG and non PPG pupils, interim analysis and evaluation will be carried out in March 2019 and a final evaluation of impact in July 2019.

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 @ £46,750 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.

Expected Outcomes

- 100% (6) PPG pupils (PMLD), will demonstrate 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 will be tracked over time using MAPP (*Mapping and Assessing Personal Progress*) which allows the teacher to track each learning intention against acquisition or prompting, accuracy, maintenance (learning over time) and generalisation.
- Learning intentions will be tracked termly and judgements made based on evidence collected over time. Evidence is made up of photographs and adult observations. The P Scales, as they currently remain statutory, will provide a summative 'snap shot of achievement' at the end of key stages.
- 100% (8) PPG pupils (Complex Needs) will achieve their 2018/19 targets in specific strands of Autism Progress
- 100% (11) PPG pupils with Personal Intervention Strategies (P.I.S) identifying the need for 1:1 support will demonstrate improved behaviour outcomes which will be evidenced via a reduction of at least 25% in incidents recorded via SIMS; Behaviour Manager and individual case studies.

Initiative 2

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

- Inclusive technology equipment
- Classroom PC and iMac refresh
- Boardmaker software and training

Costings £13,500

Details The innovative use of media & technology continues to be an area of excellence at MHS. Our aim is to provide and maintain the very latest in cutting edge inclusive technology to enhance learning for all pupils. 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. The creative use of technology such as "Eye Gaze" and the "Evidence for Learning" App across the curriculum enables teachers to readily evidence and track progress, provide a personalised approach to learning at all levels and promote effective and meaningful progress and achievement.

Expected Outcomes

- 100% of PPG pupils (67) will make at least good progress (see MHS definition of good/outstanding progress) towards their EKS3 or EKS4 targets in English.
- 100% of PPG pupils (67) will make at least good progress (see MHS definition of good/outstanding progress) towards their EKS3 or EKS4 targets in maths.
- A demonstrable increase of pupils' skills in communication technology across the curriculum will be evidenced through achievement of EKS targets, pupil voice and questionnaires. A range of media skills will confirm that any difference between pupils in receipt of PPG and those not is effectively diminished.

Initiative 3

Establish the Zones of Regulation framework in order to effectively support pupils in managing their emotions and to promote pupil's positive mental health and well-being.

Costings £3,000 to include mental health first aid training

Details

Zones of Regulation is a curriculum framework to support pupils to gain skills in consciously regulating their behaviours, including the management of their emotions and level of alertness.

Expected Outcomes

- Staff confident in identifying and supporting poor mental health and consistently promoting positive emotional well-being.
- A targeted group of pupils will demonstrate a greater understanding of their own emotional regulation evidenced by a reduction in behaviour incidents recorded via SIMS; Behaviour Manager

- A range of individual case studies reflecting pupils' holistic development including;
Improved attendance
Career success
Being healthy
Experiencing positive relationship
Involvement in meaningful, enjoyable activities
Personal outcomes such as happiness, increased self-esteem and confidence