

Melland High School

2019 - 2020

Additional funding allocated to schools to support pupils and diminish the difference in attainment between



Melland High School
Bright Futures EDUCATIONAL TRUST



locally for pupils from low-income families who are eligible for free school meals (FSM) and those from families with parents in the Armed Forces.

How Pupil Premium is best spent to raise achievement and improve outcomes for all pupils. Schools are however held accountable for how the funding is used by parents/carers and the Governing Body on Pupil Premium Grant

To maintain the confidentiality of individual families' financial information, we target Pupil Premium sensitively; some activities will benefit all pupils and are universally delivered. The inclusion of pupils entitled to FSM and LAC is a priority. The Governing Body approves decisions on how Pupil Premium is spent to achieve efficient and effective outcomes for pupils eligible for FSM or LAC. Pupil Premium is not an individual budget allocated to a family for their own use.

We target all pupils at an individual level to maximise their progress. Pupil Premium is carefully targeted to our LAC/FSM population and ensures their holistic needs are met, ensuring that pupil progress for our population, particularly LAC and pupils with special educational needs, emotional health and wellbeing and resilience.

Our performance data indicates that attainment and progress for our pupils is in line with that of their peers both locally and nationally.

Our success is underpinned by relevant funding from the Education Endowment Foundation, which is used in the most cost effective way possible.

Pupil Premium Grant

333 pupils are in receipt of Pupil Premium

£1,100 funding for each pupil registered

for all eligible pupils

Personal Education Plans (PEP) for detailed income, spend and evaluation

Our impact is evaluated using a range of measures

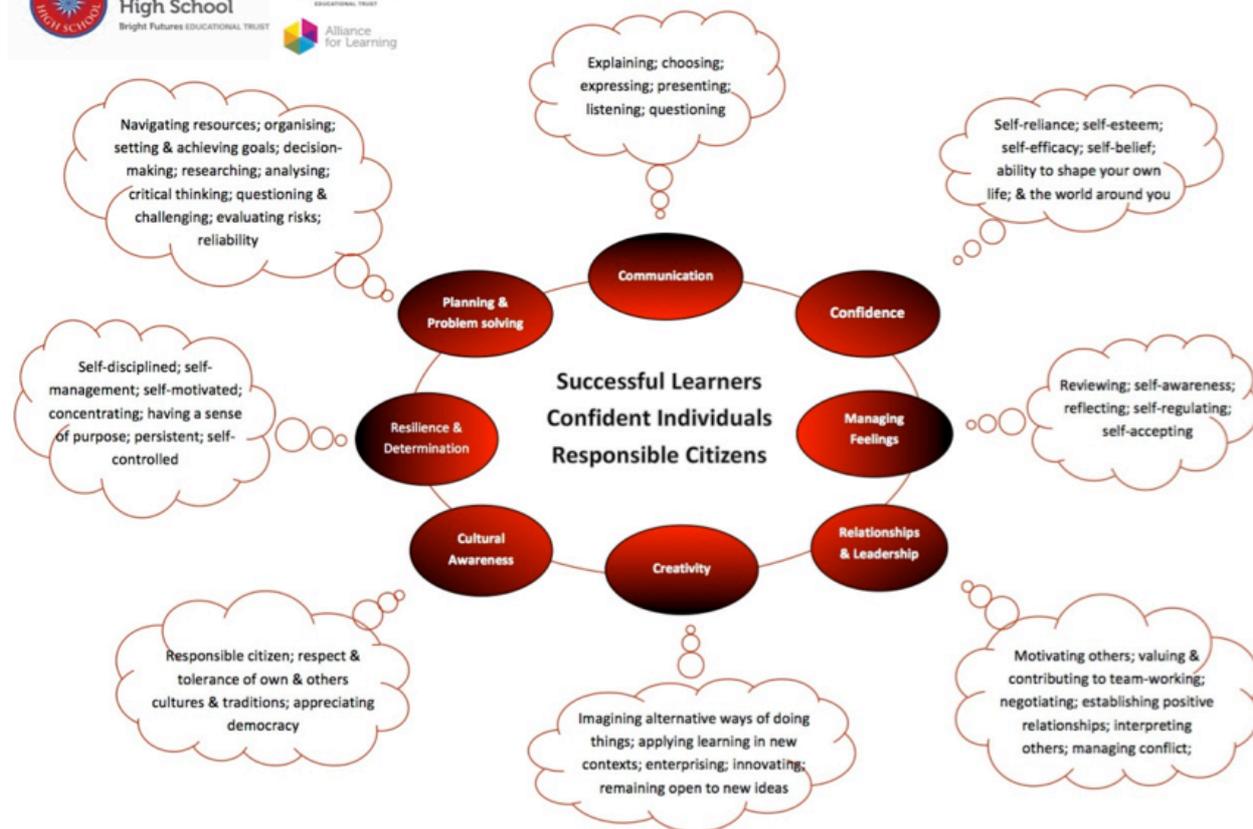
Through a range of measures and resulting data, Melland High School has met the challenge of providing quantitative evidence of the development of pupils' skills and qualities.

Our Moral, Social and Cultural (SMSC) outcomes (see illustration below), demonstrate that we are able to effectively capture and articulate the impact of the outcomes listed below;

Positive relationships

Participation in fun, enjoyable activities

Improved mental health as happiness, increased self-esteem and confidence



The school expects to receive £59,000 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 2020 and a final evaluation of impact in July 2020.

Initiative 1

Continued provision of 1:1 support for 20 pupils in receipt of PPG with PCLD (Profound & Complex Learning Disability) and pupils requiring 1:1 behaviour support

Costings 3 X TA2s @ £48,000 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.

Expected Outcomes

- 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 via the Evidence for Learning App.
- All 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 in incidents recorded via SIMS; Behaviour Manager and individual case studies.

Initiative 2

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

- Inclusive technology equipment
- Boardmaker online and training
- Visual supports

Costings £15,500

Details The innovative use of media & technology continues to be an area of excellence at MHS. Our aim is to provide and maintain inclusive technology to enhance learning for all pupils. There is evidence to suggest that the use of technology 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

- A demonstrable increase of pupils’ skills in communication technology across the curriculum will be evidenced through achievement of learning intentions, the Evidence for Learning App and individual case studies.

Initiative 3

Maintain 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 £1,500 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

- 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