

Malton School Pupil Premium Strategy Statement

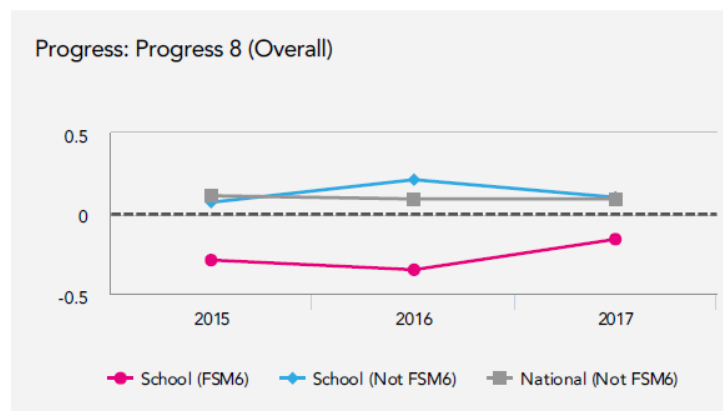
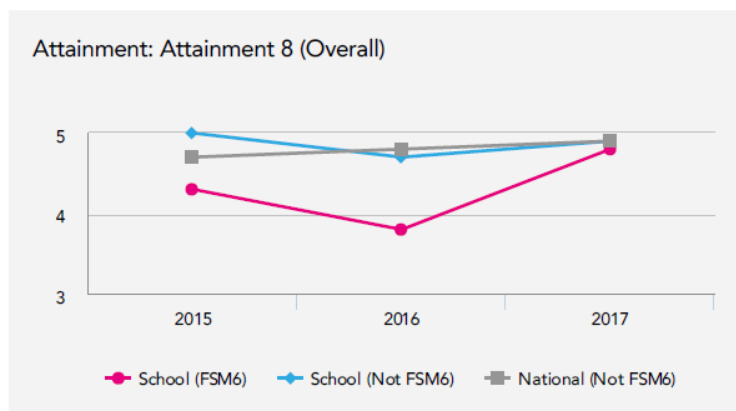
Academic Year 2017-18

(Including review for 2016-17)

1. Summary information			
School	Malton School		
Academic Year	2017/18	Total PP budget	£85,500
Total number of students	612	Number of students eligible for PP	100

2. Current attainment		
	Students eligible for PP (your school)	Students not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015/16 only)	41.7%	64.7%
Progress 8 score average (from 2015/16)	-0.33	0.10
Progress 8 score average (from 2016/17)	-0.24	0.10
Attainment 8 score average (from 2016/17)	42.6	46.0
% of disadvantaged students achieving a strong pass in English and maths (grade 5 or above)	40%	No current DfE data
% of disadvantaged students achieving a standard pass in English and maths (grade 4 or above)	50%	No current DfE data

KS4 Performance for disadvantaged pupils 2017



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

In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Language development: a significant proportion of Student Premium students have delayed language skills that impact on their ability to access lessons, access texts and to develop their key word vocabulary and subject specific language	
B.	PP students find independent work (homework, revision, private study) a challenge, they find it difficult to organise themselves and prioritise work load	
C.	Further improving the behaviour and reducing the number of fixed term exclusions for student premium students	
D.	Low self-esteem, aspiration and lack of resilience	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for students eligible for PP are 88% (below the target for all children of 95%). In most year group's lower attendance for student premium students is linked to those students currently in receipt of free school meals rather than those who have been received free school meals in the last six years or are classed as looked after children.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	An increasing proportion of PP Students make progress in line with their non PP national peers.	Measured through in school systems for non exam year groups with comparisons between disadvantaged students and non and through outcomes for students in Year 11 and Year 13
B.	A reduction in the number of behaviour incidents and exclusions linked to PP students.	School data systems show a reduction in the number of student premium students receiving fixed term exclusions, detentions and negative comments for the next academic year.
C.	Improvements in high quality first teaching that takes account of student's literacy needs by engaging strategies to improve language development.	Evidence of improved focus on language development observed in lesson observations and through quality assurance procedures.
D.	Improved attendance for PP students	The attendance of disadvantaged students(particularly those on free school meals) to improve towards the whole school target of 95%

5. Planned expenditure					
Academic year		2017/18			
Academic					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead
Increase the GCSE progress and attainment of student premium students to be at least in line with national non student premium students.	Targeted in-class interventions which raise attainment.	Classroom teachers are best placed to offer appropriate intervention and should have knowledge of effective practice based on research such as EEF and Hattie	Training from lead practitioner team to focus on effective strategies for high quality first teaching	£1000	Subject leaders and Head of Inclusion
	Maths and English intervention, small group work and one to one.	Students for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.	Regular data analysis and review of interventions.	£2000	Subject leaders and Head of Inclusion
	Subject level interventions – one to one and group work.	Students for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.	Data analysis and appropriate intervention in subjects.	£2000	Subject leaders and Head of Inclusion
Achievement mentoring and support	Bespoke school version of 'Achievement for all' <ul style="list-style-type: none"> Pastoral worker to work with targeted PP students across school Additional mentoring to support learning Additional work with parents of PP students as and when required 	Students for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.	Targeted pastoral care and mentoring through a PP mentor, including working on engaging with parents where appropriate in order to facilitate improved working relationships with school Student learning considerations documents updated to reflect most current information that will support staff to address PP barriers.	£7000	PP Mentor

Raise attainment of students who have had long periods of underachievement or absence.	Academic mentor to work with individuals to address barriers to learning and develop strategies to increase attainment.	Some students have significant barriers to learning due to gaps in knowledge. In extreme cases it may be felt that students require a differentiated timetable and intensive academic support.	Regular attendance and progress discussions at SLT level and with key pastoral leaders and curriculum staff. Head of inclusion to support appropriately with alternative curriculum where appropriate PP mentor to work with pastoral team to support in re-engagement process.	£3000	Head of Inclusion Key stage leaders PP Mentor
Close literacy gaps at KS3 to ensure readiness for GCSE.	Accelerated Reader in Key Stage Three.	Literacy is the key building block to academic achievement, any literacy barriers must be identified early in year 7 and intervened throughout KS3 to ensure students are GCSE ready. Internal data, accelerated reader assessments and EEF report on accelerated reader demonstrate the effectiveness of these approaches.	Evidenced in the work of students in particular in English and Maths but across all subjects	£3000	Head of Communications Faculty
	English tutor time literacy interventions. This includes resources for reading activities during tutor time.	See above	Head of English using progress data and other assessment data to inform the programme.	£500	Head of Communications Faculty
Close numeracy gaps in KS3 students to ensure readiness for GCSE.	Focus on whole school numeracy through form time activities (including resources)	Applying numeracy across the curriculum will improve students understanding of numeracy as well as raising its importance for future life.	Baseline testing in mathematics to identify any knowledge, skills and understanding gaps.	£500	Head of Mathematics and Computing Faculty Head of Inclusion
	One to one and small group work intervention	It is important that we identify numeracy gaps when students arrive at school and close them as soon as possible.	Numeracy policy to be renewed alongside literacy policy.	£1000	

High Quality First Teaching	Developing language skills including developing subject specific vocabulary.	Developing student's language skills and subject specific vocabulary will improve access to the curriculum and allow students to be increasingly successful in school. New GCSE's have require higher language skills so focussing on language skills will improve access to GCSE's	<ul style="list-style-type: none"> Review of teaching of key vocabulary and development of teaching strategies. Develop use of Showbie for creating subject specific Glossaries and vocabulary resources 	£1000	Deputy Headteacher
	Ensure feedback is purposeful and effective.	Feedback proven (EEF, Hattie, Lemov) to have a significant impact on academic attainment providing it is targeted and purposeful.	Twilight CPD sessions for all staff. Monitoring through quality assurance.	£1000	Deputy Headteacher
	Develop growth mindset in all students.	EEF growth mindset research shows that thorough and persistent work on developing growth mindset in students can have a positive effect on attainment.	Growth mindset will be the main thread which will run through all teaching and learning CPD throughout the year.	£1000	Deputy Headteacher
	Development of student learning considerations documents to inform staff of any relevant barriers and appropriate strategies for students	Staff being aware of the barriers for each individual student rather than applying a pupil premium stereotype is vital for supporting students appropriately to make good progress.	Through individual student learning considerations documents for each student.	£2000	Deputy Headteacher
Students supported to complete additional learning tasks including effective examination preparation	Additional homework club sessions at lunch time and transport to enable PP students to attend After School revision rooms	Our own findings suggest that our student premium students are less likely to attend after school sessions as many of these students have issues with transport if they do not get the school bus.	Supporting students to attend homework club through a staffed lunch time provision and supported transport for one night a week to allow access to other subject based support.	£2000	Head of Inclusion

Higher attendance at revision parents forum from PP students and their parents of carers.	<p>Focused 'How to revise' workshops with content adapted for ability groups.</p> <p>Parents Forum to focus on effective preparations for exams including revision skills with targeted letters for PP students</p>	Pupil premium interviews suggest many of the students struggled with effective revision strategies and their parents did not attend the parent's forum focused on this areas.	Sessions led by lead practitioners with targeted letters to parents of students who would most benefit from attendance arranged by year leaders	£1000	<p>Lead practitioner team</p> <p>Key Stage Leaders</p>
Total budgeted cost					£28,000

Behaviour, Attendance, Social and Emotional					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead
To ensure whole school behaviour is excellent ensuring all students experience a purposeful and calm learning environment that follows the positive discipline system.	Whole school behaviour improvement through embedding of positive discipline policy.	Low level disruption can have a significant effect on the learning of vulnerable students; this must not be tolerated. EEF – Behaviour intervention	SLT and whole school monitoring and intervention with individual classes and students who present negative behaviour.	£4500	RJW
To enable the tracking, support planning of interventions for PP students. To deal with any problems and issues quickly including communication with parents.	<p>Pastoral support at KS3 and KS4 of PP students and their families.</p> <p>Pastoral leaders interventions based on needs identified for specific students.</p>	Previous experience shows that students from disadvantaged backgrounds and their parents and carers are more likely to require additional support and guidance in successfully progressing through their school career.	Key Stage Leaders and head of inclusion to discuss barriers to learning frequently and ensure appropriate strategies are implemented for students. PP mentor to be involved in support for delivery of strategies identified.	£20000	Head of Inclusion
To create positive behaviour change in students whose behaviour is a barrier to learning.	Mentoring programme of students with appropriate role models to improve behaviour.	Some students require structured behaviour change programme with mentoring to address social and emotional barriers to learning. EEF – Behaviour intervention	Embed programme and review effectiveness.	£2000	<p>Behaviour Mentors</p> <p><i>Behaviour Manager Team</i> <i>Senior Leadership Team</i> <i>Key Stage Leadership Teams</i> <i>Additional Mentors</i></p>
Improve PP attendance above 93%	Key Stage leaders work proactively to intervene swiftly with poor attenders.	National and in school data shows the correlation between attendance and achievement.	First day response from attendance clerk. Key Stage leaders to meet with SLT links and discuss intervention for attendance concerns.	£3600	<p>Attendance Clerk</p> <p>Key Stage Leaders</p>

Reduce persistent absence of student premium students	Early intervention with students whose attendance was weak last year.	Internal data shows bespoke intervention improves attendance of PA students.	Key Stage leaders to meet with SLT links and discuss intervention for persistent absence concerns.		Key Stage Leaders
	Additional transport costs for collecting students or home visits	Internal data shows bespoke intervention improves attendance of PA students.	Key Stage Leaders and Head of Inclusion to decide on appropriate strategies to improve attendance which may involve collecting students		Key Stage Leaders Head of Inclusion
To secure smooth transition to secondary school for most vulnerable students.	Thorough transition programme run by KS3 leadership team.	It is vital that transition lead goes to every primary school to gather information on students and potential barriers to learning. EEF – Transition programmes.	KS3 leader and head of inclusion to use information gathered from primary school to identify support required.	£4000	Head of Key Stage Three Head of Inclusion
Remove mental health barriers to learning	To provide social, emotional and mental health support for students with particular needs and issues. To signpost to other support services.	Mental health is increasingly effecting pupils' progress and attendance. School counsellors or support from other professionals can offer emotional support and methods of building resilience.	Students identified through pastoral team meetings with head of inclusion and key stage leaders.	£2000	Key Stage Leaders
Total budgeted cost					£33,000

Equal access, material barriers and aspirations					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead
Ensure equal access for educational experiences through personal development activities	Period five personal development activities every Thursday	It is important that students have equal access to all educational opportunities. EEF – Arts participation	Monitored participation in a range of character building activities and experiences. Monitoring of PDA choices to ensure a balanced approach in a range of activities. Collecting feedback from students about their development throughout each activity.	£10,000	Assistant Headteacher Curriculum
	Educational trips funded.	It is important that students have equal access to all educational opportunities. EEF – Arts participation	Trip lead aware of funding opportunities.	£4000	Key Stage Leaders
Make sure all students feel included and physically part of the school.	Fund any necessary clothing or equipment for students.	EEF – Limited impact but vital for inclusion and well-being.	Monitored through tutors and pastoral teams as well as subject staff.	£400	Key Stage leaders
	I-Pad for Learning Scheme support	Students require i-pads as part of the iPad for learning scheme and the PP funding is	Key Stage Leaders to support PP students and families with	£1000	Key Stage Leaders Network Manager

		used to support a reduction in the overall cost of this scheme.	information about the discounted scheme.		
Ensure students have as equal access to revision guides as their peers.	Revision guides for all GCSE subjects provided.	Basic resources such as revision guides should be accessible to all students. Previous GCSE results demonstrate the effectiveness of this.	Subject leaders to organise revision guides for students.	£3000	Subject Leaders
Increase proportion of PP students progressing to sixth form study or further education.	Sixth-form mentor run programme to increase aspirations with KS4 students. CEIAG events to support specifically identified progression routes	All students have high aspirations but not all students know what high achievement looks like or how to achieve their best. This programme will ensure students are aware of options and that they make an informed and aspirational choice about their future. Aspiration work EEF.	Sixth-form pastoral member to arrange group work and one-to-one meetings with PP student throughout year. Careers interviews to highlight further support required for bespoke guidance / opportunities	£3000	Head of Sixth Form Head of Inclusion
Total budgeted cost					10,400
Grand Total Projected					85,500

6. Review of expenditure				
Previous Academic Year: 2015/16				
Academic				
Desired outcome	Approach	Estimated Impact	Lesson Learned	Cost
Increase the GCSE progress and attainment of student premium students to be at least in line with national non student premium students.	Intervention work –Small group intervention for 1:1 in English and Maths.	Very difficult to assess on the new scale of 1-9 GCSE. Mathematics progress 8 score for disadvantaged improved from -0.34 to -0.22	Further improving high quality first teaching and providing staff with strategies to support individual students throughout school is the best form of intervention. Where students require further support this will be identified earlier through a change to our assessment windows.	£2000
	After School Homework Club	Homework club was well attended by a range of students and students who attended were frequently noted to have more positive attitude to learning grades and fewer negative comments for lack of homework	Student and parental interviews will focus on the barriers to attending homework club and support. Consideration of a mini-bus route to allow those students that would like to stay for the club to (but can't due to transport) to attend.	£5000
	After School Maths Help Club	Mathematics progress 8 score for disadvantaged improved from -0.34 to -0.22	Need to consider ways to support disadvantaged students with school transport issues who may struggle with attending after school clubs.	£6500
Small group intervention for most vulnerable learners in Year 7.	Provision of a small intervention group in Year 7 for the most vulnerable and lowest attaining students. These students are taught in a smaller primary type arrangement for English, Maths, English, Geography, and History and RE. A Teaching Assistant is with this group for all lessons.	This group of more vulnerable students settled well in school and Students in 7L made comparable progress with their peers with students on or above track in the majority of their subjects.	Students with in this group settled well in to secondary school so the In year growth of students made sustainability of such a small group difficult	£13800
		Teaching assistant support for this group ensured students with greater challenges in accessing curriculum due to literacy and numeracy issues could gain additional support in closing the gaps.		£14800
Senior member of staff with additional responsibility for PP	Co-ordination of pupil premium strategy and liaising with staff as the advocate for this group of students.	Pupil premium strategy implemented and monitored by Head of Inclusion. Students in the disadvantaged group made more progress and narrowed the gap between their national non PP peers and those in non PP students in school.	The powerful conversations with disadvantaged students about their learning could be shared more rapidly and frequently with staff. Student learning considerations documents to be refreshed half termly.	£3058
	Development and implementation of the student learning considerations documents.	Student learning considerations documents in place for each student.		

High Quality First Teaching	Staff training and CPD to improve the quality of feedback and response to feedback for all learners. Ensure feedback is purposeful and effective.	Quality assurance procedures show improving quality of feedback and response to feedback across the school. The focus on appropriate feedback for learners at all levels means lower ability PP students are receiving more appropriate differentiated feedback.	Schedule further opportunities for student voice on the quality of feedback, the difference it makes and students preferences on methods of response to feedback.	
	Bespoke training to support staff in understanding how to remove the barriers to progress for disadvantaged learners.	Training sessions completed throughout the year on evidenced based research and the magenta principles as a way of further improving high quality first teaching. Improved quality of teaching leading to improved outcomes for disadvantaged students. PP progress 8 gap narrowing with progress 8 increasing from -0.33 to plus -0.24.	End of year analysis identified further areas for development in some subject areas with particular groups of students. These will be identified in department development plans. Regular review of data will enable us to ensure effective high quality first teaching is meeting the needs of our disadvantaged and unsuccessful learners	£2835
Total cost				£47,993

Behaviour, Attendance, Social and Emotional				
Desired outcome	Approach	Estimated Impact	Lesson Learned	Cost
Reduce persistent absence of student premium students	Attendance clerk focused on first day absence and Key Stage leaders focusing on persistent absence concerns.	The gap between the whole school attendance and attendance for Pupil Premium students narrowed slightly from 2015-16 to 2016-17. In 2015-16, PP attendance was 2.84% below the whole school figure and in 2016-17, this gap had closed to 2.57%	Further early intervention required at the start of the year to detect patterns of absence and support and challenge this accordingly.	£3151
Reduction in the number of negative comments and detentions issued to PP students	Behavioural support through Key Stage Leaders liaising with head of inclusion on frequency of PP students involved in negative incidents.	A significant amount of time has been invested in supporting PP students across each Key Stage as high proportion of our PP students were displaying challenging behaviours during the 16/17 academic year.	A restructure of associate staffing which removed behaviour support was not successful when considering the smooth implementation of our positive discipline system. Posts reinstated following senior leadership team review.	£19254
Reduced the exclusions for PP students	Behaviour manager support	A small amount of support was available for financial year prior to restructure	The restructure reduced support	£3,226
Mental Health Support	School councillor support for students with SEMH issues	Students supported to stay engaged in school had improved attendance in either school or at alternative provision placements.	Awaiting further information from NYCC about better access to further support package for students with SEMH issues including educational psychology and THRIVE package.	£2005
Transition Management	To improve transition arrangements for PP students.	The Head of Key Stage 3 and Head of Inclusion provide support for students upon transition this includes a targeted group of vulnerable students,	Year 7 made a smooth transition into year 7 but as a result of being over-subscribed with some students on appeal it took longer to find out	£359

	To ensure there is no dip in progress during transition.	including a significant number of pupil premium students who visit the school on additional occasions to ensure they are happy and know who to access following transition. Ongoing Monitoring and evaluates the progress of all Year 7 students.	information about some late applicants from outside of our catchment area.	
Total cost				£27,995

Equal access, material barriers and aspirations				
Desired outcome	Approach	Estimated Impact	Lesson Learned	Cost
Make sure all students have equal access to resources	iPad for learning support	All disadvantaged students able to purchase iPads and be involved in the scheme	Some parents whose time in the scheme will end with only a short time to go for their child in school may wish to consider an insurance only scheme and try to keep going for the remainder with the older model iPad rather than replacing.	£771
	Clothing and equipment support including workbooks, printer credits and exam retakes/exam marks	All students who presented with any barriers to having the correct uniform or equipment were supported in receiving it.	Be more proactive about providing uniform opposed to waiting for pupils to be without.	£2893
To enable all PP students to access the full range of activities available in school.	Support Pupil Premium children in accessing the full range of extra- curricular activities on offer. Support PP students student's for trips, residential experiences, transport and music lessons	All students that applied for support for extra-curricular trips were supported through pupil premium funding and / or the school's endowment fund.	Look for ways to further promote the availability of funding to ensure pupils don't miss out.	£4505
Total cost				£8169

Grand Total				£84,931
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