



**Mayesbrook Park School**

Alternative Provision for young people in Barking and Dagenham

## PUPIL PREMIUM ARRANGEMENT

2017-18

# PUPIL PREMIUM ARRANGEMENT

Version:	<b>3</b>
Approving Committee:	<b>Finance Staffing Committee</b>
Date Ratified	<b>March 2018</b>
Reference Number	<b>3</b>
Name/Department of Originator/Author:	<b>Cathy Stygal</b>
Name/Title of Responsible Committee/Individual:	<b>Finance Staffing Committee</b>
Date Issued:	<b>March 2018</b>
Review Date:	<b>March 2019</b>
Target Audience:	<b>Governors, Parents and Staff</b>

Version	Date	Control Reason
Version 3	March 2018	Updated and current developments

## Mayesbrook Park School: Pupil Premium

### Pupil Premium 2017-2018

#### What it is?

The Pupil Premium (PP) is government money designed to help disadvantaged children and young people do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care, or have parents in the Armed Forces.

#### Our Objectives for Pupil Premium:

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students.
2. The funding will be used to close the gap between the achievement of our students and their peers both nationally and within the school.
3. To address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives.

#### How much Pupil Premium money does Mayesbrook Park School receive?

Number of students and Pupil premium Grant (PPG) received 2017-18	
Total number of pupils on roll	184
Total number of pupils eligible for Pupil Premium Grant	98
Amount of PPG received per pupil	£935/£1320
Total amount of PPG received	£91,630

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Mayesbrook Park School				
Academic Year	2017/18	Total PP budget	£91,630	Date of most recent PP Review	N/A
Total number of pupils	114	Number of pupils eligible for PP	98	Date for next internal review of this strategy	
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national <b>mainstream</b> average)	
% achieving 5A* - C incl. EM (2015-16 only)			0	64.7%	
% achieving expected progress in English / Maths (2015-16 only)			N/A	75.8% / 73.4%	
Progress 8 score average			N/A	0.12	
Attainment 8 score average			N/A	52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Literacy skills on entry are lower for pupils eligible for PP than for other pupils, which can prevent them from making good progress				
B.	Numeracy skills on entry are lower for pupils eligible for PP than for other pupils, which can prevent them from making good progress				
C.	Behaviour and emotional concerns of some disadvantaged pupils can lead to low progress and disengagement with learning. Low self-esteem and self-confidence impacts on behaviour and engagement over time				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Historically poor attendance on entry takes time to recover and impacts on progress. Attendance rates for pupils eligible for PP are lower than their not PP peers. This reduces their school hours and causes them to fall behind on average				
E.	Low levels of parent/carer engagement alongside low levels of aspiration.				

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improved levels of progress in literacy for all pupils eligible for PP and at least equality of progress with all pupils.	<p>Pupils eligible for PP in all years make equal progress to others in English. Precision teaching intervention to increase reading and spelling .</p> <p>Pupils in all years make at least expected progress in English by the end of year 11 as evidenced in GCSE/accredited outcomes.</p> <p>PP pupils to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school.</p>
<b>B.</b>	Improved levels of progress in numeracy for all pupils eligible for PP and at least equality of progress with all pupils.	<p>Pupils eligible for PP in all years make equal progress to others in Maths. Targeted numeracy booster sessions to show an improvement in confidence and attainment in maths.</p> <p>Pupils in all years make at least expected progress in Maths by the end of year 11 as evidenced in GCSE/accredited outcomes.</p> <p>PP pupils to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school.</p>
<b>C.</b>	Increase in engagement in lessons with a decrease in behavioural and emotional concerns in lessons	<p>Pupils eligible for PP take part in sessions led by Learning Mentor. PP pupils' wellbeing is prioritised as a first step towards better behaviour and good academic achievement.</p> <p>Decrease in On-Calls for targeted students and greater engagement in lessons leading to improved progress over time</p>
<b>D.</b>	Increased attendance rates for pupils eligible for PP in all year groups	<p>Attendance rates between PP and others to be comparable for all year groups.</p> <p>Attendance improvements are sustained over time</p> <p>Punctuality improves over time and is sustained</p>
<b>E.</b>	Increase opportunities to engage parents/carers to build understanding of aspirational choices and be more involved in their child's learning.	<p>Parent review meeting higher profile and therefore improved attendance and engagement with their child's learning.</p> <p>Parents' groups to increase knowledge of post 16 routes of education and other topics.</p> <p>Greater links with IAG staff and opportunities to attend meetings or access information.</p>

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Greater coordination of interventions and tracking/measurement of impact	Pupil Premium Coordinator - Coordination and implementation of strategies to improve expected progress of PP students.	Student's lack of confidence in their use of literacy and subject knowledge leads to reduced engagement, poor behaviour and lower levels of progress. Use of interventions for in-class support consistently across all subject areas. Consistent approach ensures all students receive quality support in class leading to targeted support as required for withdrawal where necessary.	Additional training for LSPs and whole staff around the potential impact of interventions and the impact on progress and behaviour.	SENDCo/Heads of Campus	Termly data drops and parent review meetings  Sept' 18' after GCSE results
Data Manager/ Assessment Lead provides information that helps subject teachers of PP students to design and implement interventions that help PP to achieve their achievement and Progress Targets thereby closing the achievement gap.	Data Manager - Quality-tracking system of pupil progress and subsequent appropriate intervention by SLT, Subject Leaders, teachers and SENDCo. Use of context sheets to improve T & L practice across the campuses.	Students in subject groups demonstrating greater progress. Context sheets used appropriately in lessons (learning walks, lesson observations). Data dashboards EEF Toolkit - 'feedback +8 months, high impact'	Regular monitoring and tracking through data drops, book scrutiny, learning walks, teaching and learning reviews (both external and internal) and scrutiny of planning to ensure consistent quality teaching and interactions with adults and provision.	Assessment Lead/SENDCo/STLs	Termly data drops and parent review meetings  Sept' 18' after GCSE results
				<b>Total budgeted cost</b>	<b>52,530</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved levels of progress in literacy for all pupils eligible for PP and at least equality of progress with all pupils.	Literacy Coordinator (English subject leader) and LSPs. Small group literacy sessions Rapid Reading Programme Precision Teaching Independent Study	Low levels on entry for reading and spelling leading to whole school focus on improving literacy across subjects.  Evidence shows a whole school approach to literacy and a common language enhances progress in literacy.	Regular monitoring and tracking of average reading age per year and by pupil group.  Identified LSP(s) for consistent approach to interventions	SENDCo/English Subject Lead/Heads of Campus	Termly/interim data drops and parent review meetings  Sept' 18' after GCSE results
Improved levels of progress in numeracy for all pupils eligible for PP and at least equality of progress with all pupils.	Numeracy Coordinator (Maths subject leader) and LSPs Assesses PP students to identify specific numeracy needs. The NC and LSP then plan and deliver additional small group sessions with PP students leading to improved motivation, confidence and attainment.	EEF Toolkit suggests high quality feedback is an effective way to improve attainment. EEF: Small group tuition +4 Entry and exit data  High quality, structured interventions have been shown to have a positive impact on progress (DISS project)	Regular monitoring and tracking of progress by year and by pupil group.	SENDCo/Maths Subject Lead/Heads of Campus	Termly/interim data drops and parent review meetings  Sept' 18' after GCSE results
<b>Total budgeted cost</b>					<b>5,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance, punctuality, engagement and behaviour  PP pupils to have additional guidance and mentoring leading to improved progress, attainment and engagement in all activities	Free breakfast club  Mentoring session	Pupils are in school early are more prepared for their day and have a greater amount of time with positive role models and build good relationships with other students.  Having a breakfast improves focus, concentration and substantially improves behaviour.  Mentoring has shown to improve student engagement in lessons and	Registers taken and tracked  Evaluation documents	Pastoral Manager	Termly (half termly for students of concern) . High levels of progress in numeracy for all pupils eligible for PP.
Additional targeted Revision sessions for Year 11 PP students  Individual virtual learning programmes targeted to knowledge gaps	Sessions after school and in holidays  Software for individual targeted support with interactive feedback to boost subject knowledge in Maths/Science	Revision sessions as required for individuals who need extra targeted support have shown an improvement in the outcomes.  Targeting specific learning gaps increases overall confidence and outcomes. Use of online/virtual packages supports engagement in many students	Session planned, registers taken and progress tracked  Software tracking of student engagement and progress over time	Subject Team Leaders/DHT  Subject Team Leaders/DHT	Half termly and September 2018 post exams  Half termly and September 2018 post exams
Increased engagement in all aspects of school supported by additional interventions	School Counsellor sessions to address other issues  Use of Educational Psychologist for those who need additional	Student engagement is impacted by issues outside of the classroom and disrupts engagement in learning  Barriers to learning identified and strategies implemented by classroom teacher to allow access to the curriculum and improved attainment	Targeted sessions with the Counsellor tracked for attendance and against improved engagement/attainment  Identification of need and further support as required. Tracked and monitored.	Pastoral Mgr/SENDCO	Half termly and September 2018 post exams



	support – EHCP if required				
<b>Total budgeted cost</b>					<b>34,000</b>

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