



Matravers School

Pupil Premium – Allocation, Spend and Impact Executive Summary 2018-19

AIM: To Improve the academic outcomes of disadvantaged pupils of all abilities and close the attainment gap between disadvantaged pupils and their peers.

1. SUMMARY INFORMATION					
School	Matravers School				
Academic Year	2018-19	Total PP budget	£188, 870	Date of most recent PP Review	N/A
Total number of pupils (Y7-11)	700	Number of pupils eligible for PP	202 = 28.9% (March 2019)	Date for next internal review of this strategy	Sept 2019

2.CONTEXT	
Allocation	Actual Funding 2018-19
FSM6 (£935)	202
LAC £2300	1
Service Children (£300)	32
TOTAL	235

IMPACT: 2018-19						
Measure	Disadvantaged (41)	Non-Disadvantaged (85)	Gap	National Average Disadvantaged	Matravers Disadvantaged vs National Average Disadvantaged	Matravers Disadvantaged vs National Average non-Disadvantaged
Attainment						
Attainment 8	42.38	46.65	-4.27	36.73 (2018)	+5.65	-7.76
4+EM	49%	60%	-11	45%	+4%	-22%
5+EM	24%	36%	-12	25%	-1%	-26%
Progress						
Progress 8 (Minus 4)	-0.37 (-0.14)	-0.05 (0.04)	-0.32 (-0.18)	-0.44	+0.07	-0.24

IMPACT: 3 Year Trend						
Measure	National Average Disadvantaged	National Average Other	2015/2016 (28%)	2016/2017 (24%)	2017/2018 (27%)	2018/2019 (31)
Attainment 8	36.73 (2018)	50.14	35.3	36.48	42.41	42.38
4+EM	45%	71%	28%	39%	58%	49%
5+EM	25%	50%		19%	32%	24%
Progress 8	-0.44	-0.13	-0.79	-0.45	-0.13	-0.37

Key
Above National or better than national
At national
Below National or worse than national

IMPACT OF SPEND- TOP INTERVENTIONS 2018-2019.

Strategy		Cost	Rationale	Evidence of impact	RAG on impact
Quality First Teaching and Learning	Ease of tracking students and identifying underachievers through 4 Matrix.	£1000 for the package £10 000 for Admin support	4 Matrix used as the tool to allow all staff ease of access to data so that time is spent on implementing intervention strategies to enhance student learning experiences.	Departmental data analysis at each assessment point identified the progress of Pupil Premium students allowing the interventions to be bespoke. Disadvantaged pupils performed above national in 2019.	
	Early identification of transition between phases for intervention	£17 550	Data analysis after each summative assessment point conducted by middle leaders. Class teachers feed into this report and regular liaison occurs up and down the line management system regarding the implementation of intervention and evaluating its impact.	Line management meetings contain evidence of focus on PP students and their progress. Identification of Higher Disadvantaged boys' performance as key group across the school. Disadvantaged pupils performed above national in 2019.	
	Use of the differentiation column and Classcharts	£2000	A record of in class differentiation strategies. This can be accessed for any student for all subject areas at the click of a button. Use of Classcharts seating plan package.	Learning walks and departmental reviews identified that the differentiation column continues to be used effectively.	
	Differentiated staff training	£500	Evidence from the EEF suggests that effective feedback will have the highest impact on disadvantaged students (8 months). Teaching and Learning Conversations are differentiated following a coaching model to support staff through a more bespoke CPD.	Learning walks and departmental reviews identified improved quality of feedback to disadvantaged learners.	

Additional Staffing	SMT member employed as Pupil Premium Champion	£21 000	To create the capacity to strategically lead on all PP initiatives and liaise with SMT. To give weight to training and initiatives across the school with regard to PP and to ensure the focus on ensuring these students achieve permeates through all we do.	Strategy continues as historic performance demonstrates significant impact on pupil performance. Aspirations with regards to careers has been increased and attendance has remained consistent. Disadvantaged pupils performed above national in 2019.	
	Additional tutor groups in all year groups.	£92, 000 including curriculum development	Small class sizes, more personalised pastoral care through the tutor system.	This has allowed more frequent and purposeful support from tutors and Pastoral Managers. The role of the tutor has developed with a much greater focus on challenging attendance and behaviour as well as discussing attainment at pupil progress days. This is more effective with smaller tutor group sizes.	There is still a gap between PP and non PP attendance
	TLR 3 careers champion	£11,000	All year groups to receive careers support to raise aspirations and ensure disadvantaged learners have aspirational goals- feeds into student profiles. Clarity on how to achieve their goals. Bespoke careers advise for all disadvantaged learners.	Our disadvantaged students have a better awareness of how to write a good CV and have enhanced employability skills through CV writing workshops and interview skills workshops. Feedback from employers and students for the 3 interview days (Little, Big and Bigger interview) identifies that disadvantaged learners have a greater awareness of future careers and employability skill. All 3 interview days were a huge success. The School Council had a year of incredible success with more disadvantaged students becoming involved in the action focused initiative. Bath university futures days for year 8 and 9 focused on disadvantaged learners. Feedback from learners highlights that they are now considering university when they may not have previously- raising aspirations. An aspiration record has been set up to allow us to develop a more bespoke careers package in particular for potential NEET students.	

Interventions	Upgrade academic interventions - KS4 and KS3 catch up.	£9200	Provides intensive and individualised interventions for English, Maths and Science for disadvantaged learners at risk of underachieving. Timetabled lessons and morning mentoring for all year groups. According to EEF toolkit, small group tuition has a moderate impact.	There was a robust programme for Maths, English and Science intervention through the year. This had an impact through tutor time, lesson intervention and period 6 sessions. Data shows that attainment in Maths and Science at 4+ has increased over the last 3 years with English attainment maintaining. See supporting data table Appendix 1 on page 7.	Slight movement backwards in Maths with English dropping back to 2017 attainment.
	The holiday revision programme.	£2700	A compulsory programme of revision classes during the holiday periods, to ensure all pupils at risk of underachieving at GCSE are supported to achieve their full potential. Teaching students how to plan, monitor and evaluate their learning comes under the umbrella meta-cognition and self-regulation, a high impact strategy highlighted in the EEF toolkit (8 months)	Large numbers of disadvantaged learners in year 11 attended the holiday revision programme at : February half-term sessions taken place Easter School planned June half-term planned Disadvantaged pupils performed above national in 2019.	
	The KS3 accelerated reader programme	£1400	Students identified are receiving bespoke support with literacy through The accelerated Reader programme. Star testing is used for all KS3 students. Small groups of students will also attend reading buddies to encourage good reading habits. According to EEF toolkit, small group tuition has a moderate impact.	Star tests show the following progress: - Year 7 reading age +10 months progress. - Year 8 reading age +10 months progress. - Year 9 reading age +7 months progress. Development of independent reading in PM registration has increased the focus on reading. Implementation of new marking for SPAG strategy which is now in implementation to support disadvantaged learners with written work.	
	The KS3 numeracy programme	£7000	Students identified are receiving bespoke support with numeracy through attendance to the Upgrade centre, to ensure they are secondary school ready. According to EEF toolkit, small group tuition has a moderate impact.	There was a robust programme for Maths intervention through the year. This had an impact through mentoring in registration sessions and in lesson teaching.	A8 score gaps between disadvantaged and non-disadvantaged Y7 -4.03 Y8 -3.24 Y9 -5.81

Pastoral provision	Pastoral support	£25 500	Employment of Pastoral managers for KS3 and KS4 and the 6 th form centre manager means they can address transition issues/behaviour issues which may lead to poor attendance. Furthermore, as a non-teaching member of staff they can respond to PP absence as a priority. Their role is monitoring, supporting and challenging attendance. To build relationships with parents. To provide extra pastoral support when needed.	The work of the Pastoral Managers in targeting attendance and in co-ordinating the vast range of additional support packages which can be put in place has been significant. This can be monitored through the intervention column (shared at outcomes) and demonstrates significant impact on engaging our students in learning.	There is still a gap between PP and non PP attendance
	Y7 and 8 Girls group	None	Run by our experienced Pastoral Managers the girl's groups are for vulnerable girls to build their confidence and improve their attendance. This was set up as in house evidence suggested that absence (and poor attainment) is often driven by social/emotional reasons amongst disadvantaged learners.	Students attending there sessions experienced less anxiety.	
	Breakfast club	None	Targeted groups of students in each year groups will be invited to attend breakfast club. The aim is to monitor attendance and to support students in preparing for the day.	Breakfast club continues to run and is a bespoke provision for students who need some support and encouragement in coming to school.	
	Lunch club	None	Also run by our Pastoral Managers Lunch Clubs are for students who need support during social times. The club promotes a positive and nurturing social environment for our more vulnerable disadvantaged students.	Lunch club continues to run and is a bespoke prevision for students who need some support and encouragement with staying in school.	
	Attendance rewards	None	Funding for Progress Leaders to reward attendance to help raise the profile and encourage good attendance. Attendance a regular foci in year group assemblies and through tutor time.	Attendance continues to be a significant challenge for disadvantaged students. However, the rewards and encouragement for poor attendance, coupled with the systems which allow poor attendance to be challenged. Attendance for disadvantaged learners was 91.14%, an increase of 3.3% from last year.	There is still a gap between PP and non PP attendance

Trips and Curriculum Subsidies	Discretionary Spend Allowance	£600	<p>A discretionary spend guidance for parents document shared to ensure that pupil premium funding support is structured and supports students in the most effective way. For individual students to apply for to support their inclusion in specific learning opportunities. Uniform, trips, music lessons and other extra-curricular opportunities.</p> <p>Promotion of Free School meals to increase uptake this academic year as part of this parental engagement plan.</p>	<p>We have continued to provide uniform, funding for trips and funding for educational equipment for a number of students across all year groups. All disadvantaged students have access to the enrichment and uniform, the same as non-disadvantaged learners. We also provided all year 11 students with Maths and English revision guides</p> <p>Improved student engagement in lessons, raising aspirations, self-esteem.</p>	
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Appendix 1:

	Percentage A*-C/Grade 4+		
Intervention	2016/17	2017/18	2018/19
English	65	76	66
Maths	39	61	58
Science	35	55	68