

Pupil Premium expenditure 2018 – 2019

Planned expenditure 2018-19						
Academic year	2018/19					
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?	Cost
To overcome the hidden barriers caused by lack of access to the curriculum	Additional funding to Food technology	We observed food lessons where a high number of students were not cooking for financial reasons. Staff reported KS4 students not completing more adventurous dishes as they could not afford to take a risk that the family would not eat it for tea.	SLT link responsible to foreseeing new curriculum design and QA strategy	MWI	Summer 2019	£840

	Additional funding to PE for kit and uniform	We observed students not participating in PE because we did not have spare kit for them.	SLT link responsible for PE will monitor and QA	MSQ	Summer 2019	£1,375
	Bidding pot for Department leads for curriculum access for DP	For example, Art have given every student a starter pack.	VP will read each bid and QA spending	HMC	Summer 2019	£9,985
	Examination kits and ready to teach boxes	Too many students were not prepared for the summer 2018 examinations through a lack of basic equipment.	VP will organise and source these	HMC	Summer 2019	£10,750
To make sure staff can see the hidden barriers to access in their subject through high quality CPD	The vocabulary project	With staff from the MAT, we are taking part in an action research project to look at poverty of vocabulary and its link to under achievement	Trust led project and QA with external impact measurements	SCA	Summer 2019	£1,000
	Regular Tuesday Evening CPD	Research suggest a "little and often" and "plan, do review" approach is more successful in CPD. All staff will receive training on 1) core non-negotiables for DP students and 2) DP pedagogy.	Led by AP. Regular evaluation and the CPD and QA cycle are now intertwined. As a result, we can use QA to measure the impact of CPD	SCA	Summer 2019	£500

	The additional literacy group under MFL is a wave 1 strategy	Evidence suggests that the PP gap widens in Year 7 before it starts to close again in Years 10 and 11. This group will receive additional literacy support instead of MFL It only applies to LPA DP students	Subject to English department QA schedule	RSM	Summer 2019	£20,000
Curriculum adaptation for DP students	The range of options at KS4 was supported by individual conversations with all DP students to ensure their choices were sufficiently aspirational.	There is evidence of poverty of aspiration in previous curriculum choices. A new banded, EBACC curriculum design is in place for September 2018. All students were individually interviewed. PP students were interviewed by a member of SLT to ensure they had selected an appropriately challenging set of courses	Led and QA'd by SLT. All behaviour setting and course selection has been removed in Years 7-10. The students are in academic sets based on PA.	VMI/HMC	Spring 2019	£0
To improve the cultural capital of the students through giving those with talent opportunities	Fully subsidised music lessons	Music lessons are strength of the school: but the subsidy has been used for all students and is significantly overspent. DP students will be prioritised and fully subsidised.	Led by HOF	GDA	Spring 2019	£7,800

<p>To support DP students to access trips and visits</p>	<p>A notional allocation towards trips for DP students</p>	<p>Students at MCHS don't ask for support, or to go on trips their families cannot afford. There is no scheme for the school to contribute to learning outside of the classroom.</p>	<p>Led by SLT link. New costing plan in place to build some funding in to each trip plan.</p>	<p>HTH/ALO</p>	<p>Spring 2019</p>	<p>£40,000</p>
<p>To phase out the practice of using alternative provision except in exceptional circumstances</p>	<p>To cease all new AP and honour out a limited amount of AP in Year 11 only. To then design and source onsite AP: at KS3 to deliberately teach emotional regulation and return students to their peers and at KS4, to ensure progress is prioritised rather than containing behaviour.</p>	<p>The AP spend was out of control and the outcomes achieved were poor. The school had used AP as an alternative to permanent exclusion and also held the view that poor behaviour could be prevented by low level work experience placements. These were being used for HPA students, limiting their life chances.</p>	<p>Led by AP and reviewed by VP each Endeavour cycle.</p>	<p>AAR/JC O</p>	<p>Spring 2019</p>	<p>£45,000</p>
<p>That no child who attends MCHS goes home hungry.</p>	<p>There are areas of the catchment area in the bottom 1% and 2% nationally of the income deprivation index. For a significant minority of students daily hunger and unmet hygiene needs such as period poverty are a daily reality.</p>	<p>We observed children hungry for seconds at lunchtime, and reporting that they had not eaten during the day.</p>	<p>We will make the free breakfast items available to all students to remove stigma and encourage targeted opportunity for take up. We will monitor</p>	<p>ALI/HLU</p>	<p>Spring 2018</p>	<p>£2,000</p>

Uniform recycling project	That no child who attends MCHS is socially excluded because they do not have uniform, a warm coat or school shoes.	We observed significant uniform issues in January 2018 causing conflict and social stigma	Availability of shoes / uniform within school	HOY Team	Spring 2018	£0
The bicycle project	A high number of students cycle to school, especially from the more deprived wards, as they are further away. A number of these bicycles are not in good repair.	Many of our students live in one of the most deprived wards in England. It is 2 miles from school. Lack of transportation leads to absence	Scheme being scoped. Spring 2019 targeted start. Attendance monitoring	MSA/JCO/ AIMS	Summer 2019	£1,000
Total Quality of Teaching For ALL						£140,250
ii. Targeted support						
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?	Cost
That DP attendance rises steeply to come in line with national average	AIMS workers	Identified as a weakness at Jan 2018 inspection.	Training for AIMS staff /LA consultant days to ensure understanding and priorities	MSA	Ongoing	£24,629
That DP progress in English, Maths and Science increases rapidly towards national	English tuition	DP progress weakness identified at Jan 2018 inspection	Employing quality staff and using QLA to identify cohorts of children	HMC	Ongoing	£20,412
	Maths tuition	DP progress weakness identified at Jan 2018 inspection	Employing quality staff and using QLA to identify cohorts of children	HMC	Ongoing	£20,412

	Science tuition	DP progress weakness identified at Jan 2018 inspection	Employing quality staff and using QLA to identify cohorts of children	HMC	Ongoing	£20,412
That the DP gap narrows at KS3 and the students learn good habits early.	Peer tables Booster literacy and numeracy scheme Peer reading	DP progress weakness identified at Jan 2018 inspection	Student engagement levels, linked to progress	HMC	Summer 2019 - ongoing	£1,000
That No DP student loses out because they have no safe place to work.	Homework club	That No DP student loses out because they have no safe place to work.	Scheduled Spring 2019 start. Student engagement levels, linked to progress	JCO	Summer 2019 - ongoing	£1,150
That the mental health of the DP population improves because there is adequate support for their social and emotional needs.	Year Leaders CAF Army Mentor Counsellor	Due to circumstances within the school and the demographic of the local community adverse childhood experiences are common within the DP students	Co-ordinated and strategically led by the VP Student progress monitored / reviewed	JCO	Ongoing	£15,000
Total Targeted Support						£103,015
iii. Bespoke and individualised support						
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?	Cost

To provide the most at risk of permanent exclusion with a package of support that really meets their needs	ARC	Due to high level of SEN / DP and the lack of pastoral support there were 15 Permanent exclusions in 2017-18. The school needs to be confident that we are supporting students identified as at risk of Perm Ex	Strategically planned, led and co-ordinated by AHT observing best practice nationally with a bespoke curriculum for students	AAR	Ongoing	£109,156
	Careers	The level of NEETS for 2017-18 is above national average.	Implemented by careers advisor. Line managed by assistant head	HTH/ALO	Autumn 2019	£10,237
Total Bespoke & Individualised Support						£119,394
Total Budgeted Cost						£430,198