

Planned Pupil Premium expenditure evaluation 2018-19

The three headings below are from the TSC Framework and 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? And impact	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 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 forseeing new curriculum design and QA strategy	MWI	Summer 2019 73% of DP students are predicted to achieve a D*-P compared to 62.5% Overall attainment is up 10% in H&C - Successful	£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 100% of DP D*-P BTEC PE 67% 9-4 GCSE PE v 23% 2018 Success	£1,375
	Bidding pot for Department leads for curriculum access for DP	For example, Art have given every student a starter pack.	DHT will read each bid and QA spending	HMC	Summer 2019 Average total attainment 8 up 14.2 points for DP students from 32.79-46.99	£9,985

					(On average, DP students have achieved 2 grades higher than DP students in 2018, across 8 subjects) Success	
	Examination kits and ready to teach boxes	Too many students were not prepared for the summer 2018 examinations through a lack of basic equipment.	DHT will organise and source these	HMC	Summer 2019 Every desk has the right equipment, enabling every student to access the examination	£10,750 One off cost
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	Not yet evaluated as post holder is on maternity leave.	£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 AHT. 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 – evaluation at end of the year. Staff feedback +ve	£500

Curriculum adaptation for DP students	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 Programme in place – retesting not yet complete	£20,000
	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 SUCCESS All DP students had individual interviews and were placed according to Prior attainment and career plans	£0
To improve the cultural capital of the students through giving those with talent opportunities	Fully subsidised music lessons	Music lessons are a 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 DP students Music GCSE 9-4 71.4% v 0% 2018 and overall passrate of 40% Success	£7,800
To support DP students to access trips and visits	A notional allocation towards trips for DP students	Students at MCHS don't ask for support, or to go on trips their families can not afford. There is no scheme for the school to contribute	Led by SLT link. New costing plan in place to build some funding	HTH/ALO	Spring 2019 In place.	£40,000

		to learning outside of the classroom.	in to each trip plan.			
To phase out the practice of using alternative provision except in exceptional circumstances	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.	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.	Led by AHT and reviewed by DHT each Endeavour cycle.	AAR/JC O	<p>Spring 2019 Very strong impact 8 Year 11s 11% Increase attendance 73% Reduction in FTE All have accessed and completed GCSE examinations</p> <p>Year 9s 3 Assessed for EHCPs 41% Reduction in FTE 3% Increase attendance</p> <p>Year 7 1 assessed for EHCP Success</p>	<p>£45,000</p> <p>Previous year's AP cost £73,000</p>

That no child who attends MCHS goes home hungry.	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.	We observed children hungry for seconds at lunchtime, and reporting that they had not eaten during the day.	We will make the free breakfast items available to all students to remove stigma and encourage targeted opportunity for take up. We will monitor	ALI/HLU	Spring 2018 Breakfast and "Red Box" schemes in place. Uptake evident – difficult to measure impact.	£2,000
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 In place. Difficult to measure impact.	£1,000
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 Not in place.	£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

<p>That DP attendance rises steeply to come in line with national average</p>	<p>AIMS workers</p>	<p>Identified as a weakness at Jan 2018 inspection.</p>	<p>Training for AIMS staff /LA consultant days to ensure understanding and priorities</p>	<p>MSA</p>	<p>Ongoing DP attendance at Easter 2019 v Easter 2018 91.2% v 90.5%</p> <p>DP PA at Easter 2019 v Easter 2018 23.9% v 27.9%</p> <p>Success – but we need to go further still</p>	<p>£24,629</p>
<p>That DP progress in English, Maths and Science increases rapidly towards national</p>	<p>English tuition</p>	<p>DP progress weakness identified at Jan 2018 inspection</p>	<p>Employing quality staff and using QLA to identify cohorts of children</p>	<p>HMC</p>	<p>Ongoing English increase 9-4 56.9% from 53% in 2018 9-5 34% from 31% 9-7 2% -3% Partial success</p>	<p>£20,412</p>
	<p>Maths tuition</p>	<p>DP progress weakness identified at Jan 2018 inspection</p>	<p>Employing quality staff and using QLA to identify cohorts of children</p>	<p>HMC</p>	<p>Ongoing Not successful – New Mathematics tutor secured</p>	<p>£20,412</p>
	<p>Science tuition</p>	<p>DP progress weakness identified at Jan 2018</p>	<p>Employing quality staff and using QLA to identify</p>	<p>HMC</p>	<p>Ongoing 57.9% 9-4 v 46.6% in 2018 Success</p>	<p>£20,412</p>

		inspection	cohorts of children			
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 DHT. Student progress monitored / reviewed	JCO	Ongoing In place – but MIND evaluation of project not complete.	£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- see above. Cost will reduce in 2019/20 as ARC is now staffed by HLTA and set upcosts have been spent. In 2018/9 there have been 3 permanent exclusions v. 15 in 2017/8. This suggests that this strategy is successful in preventing permanent exclusion. In terms of value for money, preventing those permanent exclusions has saved £60,000. (12* AWPU) Success	£109,156
	Careers	The level of NEETS for 2017-18 are above national average.	Implemented by careers advisor. Line managed by assitant head	HTH/ALO	Autumn 2019 Impact measurement not yet due.	£10,237

Total Bespoke & Individualised Support		£119,394
Total Budgeted Cost		£430,198

2018-19		
216	89	41%
209	86	41%
233	63	27%
243	73	30%
227	65	29%
	376	£351,560

2019-20 Projected		
200	80	40%
216	89	41%
209	86	41%
233	63	27%
243	73	30%
	391	£365,585

2020-21 Projected		
225	90	40%
200	80	40%
216	89	41%
209	86	41%
233	63	27%

	408	£381,480
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2021-22 Projected		
225	90	40%
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200	80	40%
216	89	41%
209	86	41%
	435	£406,725

2022-23 Projected		
225	90	40%
225	90	40%
225	90	40%
200	80	40%
216	89	41%
	439	£410,465