

Pupil Premium spending Dragonfly Education Trust 2018-2019

Mendip Studio School

<i>Dragonfly Trust Pupil Premium Profile 2018-2019 (Mendip)</i>	
Total number of pupils on roll	108
Number of PP-eligible pupils:	24 (as of Census Jan 2018 when funding is allocated)
Amount per pupil:	£935
Total pupil premium budget:	£27,545 (minus LAC AND PP+ funding of £1900)

Glossary:

PP	Pupil Premium funded	P8	Overall measure of progress	EHCP	Education HealthCare Plan
nPP	Not additionally funded	EP8	Measure of progress in English	SMSC	Spiritual, moral, social, cultural development
SEND	Support or EHCP	MP8	Measure of progress in Maths	PSHE	Personal, Social, Health Education

<p>School's pupil premium statement:</p>	<p><i>The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure that they benefit from the same opportunities as students from less deprived families. From September 2015, the Pupil Premium is worth £935 and goes to students who are in receipt of free school meals or have been in receipt of free school meals in the last 6 years (Ever 6). Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority and Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order qualify for a £1900 grant. Students whose parents are currently serving in the Armed Forces also qualify (albeit at a lower rate). The way in which the Pupil Premium is spent is closely monitored and all schools are held to account for the impact of the money spent. At Writhlington School and Mendip Studio School, the Pupil Premium is used in order to enhance the life chances of those students who are more disadvantaged by focussing on student progress in literacy, numeracy, engagement in learning and wellbeing. The following documents show how the money is spent and also the impact of that spending.</i></p> <p><i>We have identified 3 key priorities for the coming year that we confidently expect to lead to increased success for our most disadvantaged pupils.</i></p> <ul style="list-style-type: none"> ● <i>Aspiration</i> ● <i>Access</i> ● <i>Achievement</i>
<p>Barriers faced by eligible pupils at Writhlington School:</p>	<ul style="list-style-type: none"> ● Low levels of Literacy on entry ● Limited Parental engagement ● Disengagement ● Low aspiration and community pressure ● Attendance ● History of underachievement ● Leadership at classroom level (teacher awareness)
<p>Planned Provision</p>	<p>Aspiration: Transition, raising aspiration, tackling disengagement, parental engagement, careers guidance</p> <p>Access: Literacy support, Numeracy support, Attendance, equipment and extra-curricular</p> <p>Achievement: Quality first teaching, SEND provision</p>

ASPIRATION	ACCESS	ACHIEVEMENT
<ul style="list-style-type: none"> • Achievement for All, LAC and PP students receive transition support from the school to aid transition. • Improved parental engagement for PP students through the Achievement for all mentoring program. • IAG and careers guidance is given from year 10, with PP students targeted for support. • Consideration is made for PP students when trips, visits, extra-curricular clubs are offered to encourage pupils to engage. PP students are supported through key stage changes to ensure maximum take up for 6th form. • Peer and staff mentoring for PP students to help create a wider support network for PP students. 	<ul style="list-style-type: none"> • Students who are SEN and PP will receive support through SEN department interventions. • Maths intervention groups for PP students identified as underperforming based on progress data and teacher referrals. • Attendance officer weekly tracking of PP students and early intervention when falls below 95% in consultation with Progress Leader to ensure support is put in place where needed. • PP students have access to support for uniform, equipment and trips on request and to the value of half the cost. • All FSM pupils are provided with an iPad as a digital resource. 	<ul style="list-style-type: none"> • Pupil Premium champion tracks all PP students and ensures interventions are put in place where necessary. • All PP students are identified on lesson and seating plans. • PP students' books are marked first to ensure best marking. • All Subject Leaders track PP students' progress and report to SLT line fortnightly. PP students are a priority for mentoring initiatives, data tracking, in-class and extraction interventions both in the SEN department and across subjects. • Small group targeted interventions in Year 11 for students who are identified as underperforming in relation to their targets in English and Maths. • Careful monitoring of curriculum planning across subjects to ensure all PP pupils are secure in all necessary skills, knowledge and understanding • Monitoring and evaluation system for Teaching and Learning to ensure that the needs of all learners are met.

ASPIRATION

Provision	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2019)
Achievement for All: Improved parental engagement and specific individual pastoral care for disadvantaged pupils	Student disengagement Lack of parental engagement	70% of KS3 AFA students make accelerated progress in English and maths. Parental engagement increases by 50%. Closure of gap for Year 11 AFA cohort for P8 to within 0.15 of national other. Gap between NPPI and PPI boys decreases	£530	100% destinations for all students, regardless of niche. 0% NEETs for all niches.
Improving the access to extra curricular trips and curriculum enrichment	Lack of funds Student disengagement	Percentage of disadvantaged pupils taking up school trips in line with others	£1500	PP uptake in R&D, CCF and after school clubs exceeded average for cohort.
IAG and Careers Advice Individual careers and direction interviews with all year 10 and 11 students - appointment of careers/pshe advisor	Student disengagement Lack of aspiration Family background Community pressure	Improve % of PPI students staying on to 6th form by a further 5% Improved engagement in PSHE and IAG strategies in the school	£2000	100% destinations for all students, regardless of niche. 0% NEETs for all niches. Uptake to Sixth form of PP students fell.
Improving the support network for disadvantaged pupils. Peer mentoring	Student disengagement Lack of peer support	Increased participation of disadvantaged pupils both in and outside of school. Increased engagement in lessons.	£150	PP uptake in R&D, CCF and after school clubs exceeded average for cohort.

Term 1 - 6	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions	
	No of pupils	School %	National average %	No of FTE	School %	National average %	No of pupils	School %	National average %	No of pupils	School %
PP	0.0	0.0	0.5	2.0	1.4	23.0	2.0	1.4	10.1	2.0	1.4
nPP	2.0	1.4	0.1	17.0	11.6	5.7	11.0	7.5	3.2	4.0	2.7

ACCESS

Focus	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2019)
Access to digital resources for enhanced learning and progress	Internet access at home Lack of funds for relevant apps etc	Usefulness of iPads in lessons is not hindered for disadvantaged pupils due to cost of technology	£1,000	PP students were prioritised for access, repairs and replacement of iPads, but this did not lead to improved progress overall, though may have contributed to reducing gaps in progress.
Raising attendance of Pupil Premium students	Student disengagement Transport issues Lack of parental support	Increased percentage attendance in line with non disadvantaged pupils	£3,500	PP student attendance remained lower (10%) than attendance for the whole cohort (6%) and for nPP students, but the gap decreased from the previous year.
Reducing the number of exclusions by disadvantaged students	Student disengagement Lack of parental support	Decreased percentage of exclusions by a further 5% (relative) with no significant difference between PPI and NPPI students.	£1,820	Exclusions for PP were lower than nPP and lower than National figures
Provision of essential resources for all disadvantaged pupils (including transport)	disengagement; inability to access revision material and essential equipment	Further closure of the gap to national other to within 0.15 (P8)	£1,225	P8 for PP students was ~-0.8 which is significantly below the previous years' cohorts, and lower than all and nPP

GAP (non-PP and PP)

EP8	MP8	EBP8	OP8	Total
0.116	0.56	0.484	0.981	0.575
GAP (All and PP)				
EP8	MP8	EBP8	OP8	Total
0.088	0.428	0.37	0.75	0.439

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ACHIEVEMENT

Focus	Linked Barrier	Success Criteria	Cost	Evaluation of impact (Summer 2019)
Improving levels of progress in English and Maths for disadvantaged pupils in Year 11: Small group intervention	Student disengagement SEND	The progress of the PP students in English and Maths is in line with the progress of the NPP students.	£3,000	EP8 gap (all to PP and nPP to PP) significantly reduced from previous years MP8 Gap increased from previous year
Targeted TA support for PP/SEND students	Literacy and Numeracy Student engagement	Narrowing of the gap in all subjects at 4 and 5 Improved attendance and reduction in exclusions	£2,500	Y11 EP8 gap (all to PP and nPP to PP) significantly reduced from previous years Y10 EP8 gap (all to PP and nPP to PP) significantly reduced from previous years Y11 MP8 Gap increased from previous year Y10 MP8 gap (all to PP and nPP to PP) reduced from previous year
Curriculum planning to ensure all disadvantaged pupils are secure in all necessary skills, knowledge and understanding	Student disengagement Tackling low literacy and numeracy Leadership at classroom level	All disadvantaged pupils achieve at least expected progress in all subjects (in line with national averages)	£4,385	P8 for PP students was ~-0.8 which is significantly below the previous years' cohorts In Engineering and Technology, PP students achieved in the top 25% of all schools Nationally
Monitoring and Evaluation of teaching and learning QUALITY FIRST TEACHING	Student disengagement Leadership at classroom level	All disadvantaged pupils achieve at least expected progress in all subjects (in line with national averages) Quality first teaching for all	£2,935	P8 for PP students was ~-0.8 which is significantly below the previous years' cohorts In Engineering and Technology, PP students achieved in the top 25% of all schools Nationally
Pupil Premium co-ordinator; identification and tracking	Improved tracking of students	Tracks all PP students and ensures interventions are put in place where necessary to reduce the gap between PP and non-PP students.	UPR3 role	Reduction in EP8 gap for both Y11 and Y10 P8 for PP students was ~-0.8 which is significantly below the previous years' cohorts