

# Mercia School

## Pupil Premium Spending and Success Statements 2020-21

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This policy has been approved by the Local Governing Body and has been signed by the Chair of Governors	
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Date of Review	September 2021



# Mercia School

## *Pupil Premium Spending and Success Statements*

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#### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



# Mercia School

## *Pupil Premium Spending and Success*

### **2020-21**

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### Introduction

The Pupil Premium gives schools extra funding to raise the attainment of disadvantaged pupils from reception to Year 11. The funding stream was introduced in April 2011 and the amount allocated to schools has continued to grow over the last few years. In 2020, schools will receive:

- £1,300 per pupil of primary-school age
- £935 per pupil of secondary-school age
- £1,900 per pupil for looked-after children who:
  - have been looked after for 1 day or more
  - are adopted
  - leave care under a Special Guardianship Order or a Residence Order

### Allocation 2020-21

Disadvantaged pupils	Number of pupils	Pupil premium per pupil	2020-21 Maximum Spend
Pupils in years 7 to 11 recorded as Ever 6 FSM	62	@ £935	£59,210
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	2	@ £1,900	= £3,800
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	6	@ £1,900	= £11,400
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	0	@ £300	N/A

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021>



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## Pupil Premium Barriers

### Barriers to future attainment for pupils eligible for the Pupil Premium

#### Internal barriers

- Disadvantaged pupils may start at Mercia School with relatively lower aspirations than other pupils in the school.
- Disadvantaged pupils may present lower attendance and have underdeveloped learning habits when compared to other pupils.
- Disadvantaged pupils will have been hit harder by the Covid-19 pandemic.

#### External barriers

- Families of disadvantaged pupils can be harder to reach and may perceive that they have been let down by the education system.

### How are we spending the Pupil Premium?

We spend the pupil premium as a part of our whole-school teaching and learning strategy. The school draws on research evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.

We consider effective use of Pupil Premium, as published by the EEF (found here:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf))

Our Pupil Premium spend is divided into the following three priority areas, which is in line with advice and guidance from the DfE (found here:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)

After March 2020, we have also considered the Covid-19 catch up plan from the EEF:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

#### 1. Excellent teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques every week to ensure consistency in quality of teaching. The best way to ensure pupils make progress is to harness the power of feedback. Each day has feedback time built into it where the class teacher works with pupils either one-to-one or as a whole group with the aim that no pupil goes home with a misconception. There are assessment points every eleven weeks, followed by two weeks of re-teaching and curriculum innovation. After school intervention and self-study provides further opportunity for pupils to make excellent progress. Vocabulary and language-modelling is central to every single lesson. In short, improving the quality of teaching will raise outcomes for all, but it will be disproportionately beneficial to disadvantaged pupils.

#### 2. Highly tailored interventions and more lesson time

We will find out where the basic knowledge and skills gaps exist among eligible pupils as soon as they arrive in Year 7 and deploy our best teachers to help close these gaps. CATs and internal assessment help us to identify the pupils most in need of support. To help pupil progress, pupils receive five 30 minutes reading sessions mid-morning, two one-hour self-study periods and five half hour Mastery Time sessions focused on reading, Religious Education, British Values and meaningful reflection. A small number of pupils will also be expected to attend further intervention as suggested by the SENCO and intervention lead. This is known as Accelerated Learning.

#### 3. Minimizing barriers to achievement through enrichment/activities

We have thought carefully about what barriers to learning our pupils are likely to be experiencing, and how to remove or, at least, minimise them. For example, we have employed an English specialist intervention lead and an pupil support administration team to provide well-targeted support to improve attendance, behaviour, academics, and links with families where these are barriers to a pupil's learning. We ensure all pupils take part in a wide-range of opportunities, regardless of socio-economic background.



# Mercia School

## Statement of success 2020-21

### Year 7

Statements of Success		Disadvantaged and 'others'	2020-21 Cycle RAG		
			1	2	3
A	The average percentage score on assessed work for disadvantaged pupils in English is in line with that for other pupils in Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			
B	The average percentage score on assessed work for disadvantaged pupils in Mathematics is in line with that for other pupils in Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			
E	The % of Pupil Premium pupils engaged with extra-curricular activities is 100%	<i>MS Disad</i>			
		<i>MS others</i>			
F	Attendance of disadvantaged pupils is at least in line with that of other pupils nationally. (95% national, 91.9% national dis.)	<i>MS Disad</i>			
		<i>MS others</i>			
G	Attendance of disadvantaged pupils is at least above that of 'other' pupils nationally.	<i>MS Disad</i>			
		<i>MS others</i>			
H	% of disadvantaged pupils with one or more FTEs is at least in line with that 'other' pupils nationally.	<i>MS Disad</i>			
		<i>MS others</i>			
I	% of disadvantaged pupils with one of more FTEs is at least in line with or less than all pupils at Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			
J	Average number of demerits received by disadvantaged pupils is in line or less than other pupils at Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			



# Mercia School

## Statement of success 2020-21

### Year 8

Statements of Success		Disadvantaged and 'others'	2020-21 Cycle RAG		
			1	2	3
A	The average percentage score on assessed work for disadvantaged pupils in English is in line with that for other pupils in Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			
B	The average percentage score on assessed work for disadvantaged pupils in Mathematics is in line with that for other pupils in Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			
E	The % of Pupil Premium pupils engaged with extra-curricular activities is 100%	<i>MS Disad</i>			
		<i>MS others</i>			
F	Attendance of disadvantaged pupils is at least in line with that of other pupils nationally. (95% national, 91.9% national dis.)	<i>MS Disad</i>			
		<i>MS others</i>			
G	Attendance of disadvantaged pupils is at least above that of 'other' pupils nationally.	<i>MS Disad</i>			
		<i>MS others</i>			
H	% of disadvantaged pupils with one or more FTEs is at least in line with that 'other' pupils nationally.	<i>MS Disad</i>			
		<i>MS others</i>			
I	% of disadvantaged pupils with one of more FTEs is at least in line with or less than all pupils at Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			
J	Average number of demerits received by disadvantaged pupils is in line or less than other pupils at Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			



# Mercia School

## Statement of success 2020-21

### Year 9

Statements of Success		Disadvantaged and 'others'	2020-21 Cycle RAG		
			1	2	3
A	The average percentage score on assessed work for disadvantaged pupils in English is in line with that for other pupils in Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			
B	The average percentage score on assessed work for disadvantaged pupils in Mathematics is in line with that for other pupils in Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			
E	The % of Pupil Premium pupils engaged with extra-curricular activities is 100%	<i>MS Disad</i>			
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F	Attendance of disadvantaged pupils is at least in line with that of other pupils nationally. (95% national, 91.9% national dis.)	<i>MS Disad</i>			
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		<i>MS others</i>			
J	Average number of demerits received by disadvantaged pupils is in line or less than other pupils at Mercia School	<i>MS Disad</i>			
		<i>MS others</i>			



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## Spending Plan 2020-21

Plan	Implementation Timeline						Cost (£)	Lead & Review	2020-21 Cycle RAG		
	Sep 20	Nov 20	Jan 21	Mar 21	May 21	Jul 21			1	2	3
1	Embed reading enrichment time through purchasing further mastery texts to help ensure that pupils are reading widely across Y7-9.						£1000	JF			
2	Increase the library stock to over 3000 items by the end of the academic year 2020-21 and ensure 100% of disadvantaged pupils have booked texts out.						£1000	JF			
3	Provide breakfast every morning so all pupils are ready to learn.						£6,000	JF			
4	Provide families with uniform support to embed our learning habits.						£4,000	JF			
5	Over-staff to assist Accelerated Learning Lead with reading/literacy/numeracy intervention						£5,000	JF			
6	Over staff across departments to ensure targeted intervention for pupils most suffering from the Covid school closure						£7,310	JF			
7	Fund pupils who require support to participate in enrichment/electives/sports/trips/visits							JF			

### Key

Co	Communicate	PI	Plan	Pt	Pilot
Rv	Review	Im	Implement	Ev	Evaluate <sup>8</sup>



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## *Impact Report 2020-21*

Plan	Commentary
<p>1 Embed reading enrichment time through purchasing further mastery texts to help ensure that pupils are reading widely across Y7-9.</p>	
<p>2 Increase the library stock to over 3000 items by the end of the academic year 2020-21 and ensure 100% of disadvantaged pupils have booked texts out.</p>	
<p>3 Provide breakfast every morning so all pupils are ready to learn.</p>	
<p>4 Provide families with uniform support to embed our learning habits.</p>	
<p>5 Over-staff in English to assist Accelerated Learning Lead with reading/literacy/numeracy intervention</p>	
<p>6 Over staff in Geography to ensure targeted intervention for pupils most suffering from the Covid school closure</p>	
<p>Fund pupils who require support to participate in enrichment/electives/sports/trips/visits</p>	



# Mercia School

## Strategic Vision 2019-22

### Sustaining an exceptional learning culture

1. Demonstrate outstanding progress and achievement for all
2. Ensure learning is rigorous, engaging and underpinned by meaningful feedback
3. Cultivate effective, autonomous staff members at every level of the organisation

### Extending an ethos focused on employability

1. Create a disciplined and happy school culture
2. Develop pupils who demonstrate commitment, determination and excellence
3. Embed a rich and exciting curriculum that develops cultural capital for all

### Maintaining a community which looks to support pupils, no matter what it takes

1. Establish a genuine three-way partnership between families, pupils and the school improvement
2. Develop strong external partnerships to enhance the life choices of Mercia School pupils

### APPENDIX 1: Education Endowment Foundation (EEF) – Teaching & Learning Toolkit\*\*

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. Mercia School priorities are highlighted in red.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
1	Arts participation	£££££	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£££££	★★★★★	0 Months	Very low or no impact for moderate cost based on very limited evidence.
3	Behaviour interventions	£££££	★★★★★	+ 3 Months	Moderate impact for very moderate cost, based on extensive evidence.
4	Block scheduling	£££££	★★★★★	0 Months	Very low or negative impact for very low of no cost, based on limited evidence.
5	Built Environment	£££££	★★★★★	0 months	Very low or no impact for moderate cost based on very limited evidence.
6	Collaborative learning	£££££	★★★★★	+ 5 Months	Moderate impact for very low cost, based on extensive evidence.
7	Digital technology	£££££	★★★★★	+ 4 Months	Moderate impact for high cost, based on extensive evidence.



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## Strategic Vision 2019-22

8	Early years intervention	£££££	★★★★★	+ 5 Months	Very high impact for very high costs, based on extensive evidence.
9	Extended school time	£££££	★★★★★	+ 2 Months	Low impact for moderate cost, based on limited evidence.
10	Feedback	£££££	★★★★★	+ 8 Months	Very high impact for low cost, based on moderate evidence.
11	Homework (Primary)	£££££	★★★★★	+ 2 Month	Low impact for very low or no cost, based on moderate evidence.
12	Homework (Secondary)	£££££	★★★★★	+ 5 Months	Moderate impact for very low or no cost, based on moderate evidence.
13	Individualised instruction	£££££	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
14	Learning styles	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
16	Mastery learning	£££££	★★★★★	+ 5 Months	Moderate impact for low cost, based on moderate evidence.
17	Mentoring	£££££	★★★★★	+ 1 Month	Very low or no impact for moderate cost, based on extensive evidence.
17	Meta-cognition and self-regulation	£££££	★★★★★	+ 7 Months	High impact for low cost, based on extensive evidence.
18	One to one tuition	£££££	★★★★★	+ 5 Months	Moderate impact for high cost, based on extensive evidence.
19	Oral language interventions	£££££	★★★★★	+ 5 Months	Moderate impact for low cost, based on extensive evidence.



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## Strategic Vision 2019-22

21	Outdoor adventure learning	£££££	★★★★★	+ 4 Months	Moderate impact for moderate results, based on moderate evidence.
22	Parental engagement	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
23	Peer tutoring	£££££	★★★★★	+ 5 Months	High impact for low cost, based on extensive evidence.
24	Performance pay	£££££	★★★★★	+ 1 Months	Low or no impact for low cost, based on very limited evidence.
25	Phonics	£££££	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
26	Reading strategies	£££££	★★★★★	+ 6 Months	High impact for low cost, based on extensive evidence.
27	Reducing class size	£££££	★★★★★	+ 3 Months	Moderate impact for high cost, based on moderate evidence.
28	Repeating a year	£££££	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
29	School uniform	£££££	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
30	Setting or streaming	£££££	★★★★★	- 1 Months	Negative impact for very low or no cost, based on limited evidence.
31	Small group tuition	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
32	Social and emotional learning	£££££	★★★★★	+ 4 Months	Moderate impact for very low cost, based on extensive evidence.
33	Sports participation	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on limited evidence



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## Strategic Vision 2019-22

34	Summer schools	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
35	Teaching assistants	£££££	★★★★★	+1 Month	Low impact for high cost, based on limited evidence.
36	Within-class attainment grouping	£££££	★★★★★	+ 3 Months	Moderate impact for very low cost, based on limited evidence.