

Mercia School

Pupil Premium Spending and Success Statements



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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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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.



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Pupil Premium Spending and Success

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 2016 - 17 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

Disadvantaged pupils	Number of pupils	Pupil premium per pupil	2018-19 Maximum Spend
Pupils in years 7 to 11 recorded as Ever 6 FSM	26	@ £935	= £24, 310
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	0	@ £1,900	N/A
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	0	@ £1,900	N/A
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



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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.

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?

The school draws on research evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We consider the great work of the Sutton Trust and Education Endowment Foundation also. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

1. Quality first teaching and harnessing the power of feedback

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 ten weeks, followed by three weeks of re-teaching and curriculum innovation. After school intervention and self-study provides further opportunity for pupils to make excellent progress. Three times a year parents receive a highly personalised report, a face-to-face meeting or a telephone call home.

2. Highly tailored interventions and more 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. To support pupil progress, pupils receive five half hour reading sessions mid-morning, two one-hour self-study periods on Tuesdays and Thursdays and five half hour Mastery Time sessions focused on reading, 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. Any disadvantage pupil who is not on track attends after school catch-up in the core subjects.

3. Minimizing barriers to achievement

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 a 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.



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Pupil Premium Barriers

3. Minimizing barriers to achievement (cont.)

We insist on good learning habits with the highest of expectations and no excuses.

We have very clear rules about homework and equipment because pupils have to be ready to learn. Our uniform is very practical and offers pupils elements of choice, but pupils are expected to wear it with pride and there is a strong attention to detail. During lessons, pupils are expected to track the speaker, teacher or pupil, and remain focused at all times. Please see our Teaching and Learning Framework for my guidance here.

4. Raising aspirations and broadening experiences

Our catchment is wide-ranging, we have pupils coming from 24 local primary schools and the socio-economic background of our pupils is wide ranging. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. The message at Mercia School is that ALL pupils are going to university. We will continuously expose pupils to university. During their inauguration week, Year 7 pupils visit the University of Sheffield so that one of their first experiences with Mercia School is at a Russell Group university. Like many independent schools, we will devote a significant amount of time to the development of holistic all-round development, especially in the sports and the arts. This will be underpinned by our House System.



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Statement of success

Statements of Success		Disadvantaged and 'others	2018-19 Cycle RAG		
			1	2	3
A	The average attainment score for disadvantaged pupils in English is in line with that for other pupils in Mercia School	MS Disad			
		MS others			
B	The average attainment score for disadvantaged pupils in Mathematics is in line with that for other pupils in Mercia School	MS Disad			
		MS others			
C	The % of disadvantaged pupils on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks.	MS Disad			
		MS others			
D	The indicative P8 score for disadvantaged pupils is the same or higher than of other pupils in Mercia School	MS Disad			
		MS others			
E	The indicative P8 score for disadvantaged pupils is on track to be in line with that of other pupils nationally (at least 0 by the end of year 11).	MS Disad			
		MS others			
F	Attendance of disadvantaged pupils is at least in line with that of other pupils nationally. (95% national, 91.9% national dis.)	MS Disad			
		MS others			
G	Attendance of disadvantaged pupils is at least in line with that of other pupils at Mercia School.	MS Disad			
		MS others			
H	% of disadvantaged pupils with one or more FTEs is at least in line with that all pupils nationally.	MS Disad			
		MS others			
I	% of disadvantaged pupils with one of more FTEs is at least in line with or less than all pupils at Mercia School	MS Disad			
		MS others			
J	Average number of demerits received by disadvantaged pupils is in line or less than other pupils at Mercia School	MS Disad			
		MS others			



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Spending Plan

Plan		Priority	Implementation Timeline							Cost (£)	Lead & Review	2017- 18 Cycle RAG		
			Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19			1	2	3
1	Embed reading enrichment time through purchasing Class Reader texts to ensure that pupils are reading widely.	1.1	PL	Co						£1000	JF			
2	Increase the library stock to over 1000 items by the end of the academic year.	1.1	PL	Co						£1000	JF			
3	Provide breakfast every morning so all pupils are ready to learn.	1.1	Co	Im						£6,000	JF			
4	Provide families with uniform vouchers/support to embed our learning habits.	1.1	Im							£4,000	JF			
5	Employ an intervention lead to support disadvantaged pupils' organization and independent skills., as well academic areas of weakness	1.1	PL	Im						£5,000	JF			
6	Employ a pupil support team to ensure that disadvantaged pupils are in school & ready to lean.	1.1	PL	Im						£7,310	JF			

Key

Co	Communicate	PI	Plan	Pt	Pilot
Rv	Review	Im	Implement	Ev	Evaluate ₇