

# 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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# 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*

### 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



# Mercia School

## *Pupil Premium Barriers*

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### **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.



# Mercia School

## *Pupil Premium Barriers*

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### **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.



# Mercia School

## Spending Plan 2018-19

Plan		Priority	Implementation Timeline							Cost (£)	Lead & Review	2018-19 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	Im					Re	£1000	JF			
2	Increase the library stock to over 1000 items by the end of the academic year.	1.1	PL	Co	Im					Re	£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						Re	£5,000	JF			
6	Employ a pupil support team to ensure that disadvantaged pupils are in school & ready to learn.	1.1	PL	Im						Re	£7,310	JF			

### Key

Co	Communicate	PI	Plan	Pt	Pilot
Rv	Review	Im	Implement	Ev	Evaluate <sub>6</sub>



# Mercia School

## Impact Report 2018-19

Plan		Commentary
1	Embed reading enrichment time through purchasing Class Reader texts to ensure that pupils are reading widely.	<p>A very strong offer of high-quality reading every day has increased the cultural capital of all pupils but disproportionately advanced those from disadvantaged backgrounds..</p> <p>All mastery groups read at least 30 minutes a day and are reading challenging texts which is improving literacy levels of all pupils, notably the disadvantaged</p> <p>Pupils comment positively on their reading experiences and are growing in confidence</p> <p>Written work is improving as a consequence of wider reading.</p>
2	Increase the library stock to over 1000 items by the end of the academic year.	<p>The library has been successfully stocked with well over 1000 books.</p> <p>The library is now fully functioning with all pupils having a reading book at all times</p> <p>The library is being used daily by the school's weakest readers.</p> <p>Improvement in basic literacy for most pupils is evident in pupil books and internal data. Monitor pupils and continue intervention into next year for those who are not at required standard.</p>
3	Provide breakfast every morning so all pupils are ready to learn.	<p>Every pupil is starting the day with a full stomach and is able to fully focus in lessons.</p> <p>Pupils are working hard and the school is providing the fuel required for all.</p>
4	Provide families with uniform vouchers/support to embed our learning habits.	<p>All pupils have a school uniform.</p> <p>The school supported 12 families from disadvantaged backgrounds to buy school uniform.</p>
5	Employ an intervention lead to support disadvantaged pupils' organization and independent skills., as well academic areas of weakness	<p>Excellent work from this colleague has allowed for greater leadership capacity. This has meant tight Structures and routines, consistency of classroom management and teaching strategies are consistent across the school.</p> <p>Number of detentions for disorganisations has decreased throughout 2018-19.</p> <p>Academic performance of disadvantaged pupils is improving, but an internal gap remains which must close. See Pupil Premium Plan 2019-20.</p>
6	Employ a pupil support team to ensure that disadvantaged pupils are in school & ready to lean.	<p>Contact with parents/carers is constant</p> <p>Disadvantaged pupils are supported by compassionate individuals who look to solve and preempt any concerns/issues that may arise</p>



# Mercia School

## *Impact Report 2018-19*

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### **Impact**

As a new school, with assessment systems that are still settling, it is difficult to for concrete judgements about disadvantaged performance to be made. This will be easier when external datasets are available. However, pupil work, pupil voice, attendance and behaviour data shows that disadvantaged pupils disproportionately benefit from our longer school day, additional opportunities for the development of literacy and numeracy, as well as opportunities to undertake homework within the school day. PP pupils also benefit from excellent attendance due to the school's approach to monitoring, and intervening with attendance, through our superb support team.

A very strong offer of enrichment opportunities, increases the cultural capital of all pupils but disproportionately advances those from disadvantaged backgrounds. Our electives, sporting fixtures, leadership opportunities and activities week provide an array of high quality enrichment.

### **Quality First Teaching:**

We understand the importance of ensuring quality first teaching. We aim to address most pupil's needs through excellent teaching. This enables the effective inclusion of all pupils in high-quality everyday personalised teaching. Teach Like A Champion (TLAC) provides the back bone of our approaches to teaching. Teach Like a Champion' offers effective teaching techniques to help teachers become effective practitioners in the classroom. These powerful techniques are concrete, specific, and are easy to put into action in every lesson. They are embedded so they become habitual routines and pupils respond to them without request.

In addition to TLAC, Mercia's common language for classroom management ensures tight and consistent structures and high expectations of how pupils should behave. We use photocopied work booklets that provide a great basis for quality first teaching. They contain the subject text, which pupils can interact with for example by highlighting keywords etc. visual clues and images, the lesson content, scaffolding, chunking and dual coding.

The best way to ensure pupils make progress is to harness the power of quality feedback. There are regular low stakes quizzes and more formal assessments 3 times a year. These are followed up by meetings with the Senior Team. In addition, we utilise professional learning and staff meetings to deliver a clear messages around quality-first teaching.

### **Professional learning and staff development:**

All pupils have benefited from a renewed focus and significant investment in staff professional learning. We have utilised in-house expertise to support all staff. This has been successful. This is evident through improved teacher practice and updated schemes of work to reflect best practice and research into cognitive science.



# Mercia School

## *Impact Report 2018-19*

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### **Impact Behaviour:**

The school has a consistently calm and focused environment. School leaders walk the school on a lesson-by-lesson to support colleagues and provide immediate feedback. Low level disruption is not tolerated and there are clear and effective behaviour systems in place. As a result all pupils benefit from exceptional behaviour, meaning teachers utilise every second in the classroom for teaching.

### **Actions to consider for developing our PP strategy in 2019-20**

- More settled assessment systems must be used to track academic performance to ensure gaps are closed quickly
- Carefully monitor gaps between PP and Non-PP for Year 7&8 at the end of each data cycle
- Identify pupils who may need additional support early so early intervention work can take place within each department
- Review intervention and support required for PP pupils in maths and English
- Increase access and awareness of the hardship fund 2019-20
- More strategic monitoring of PP pupils for wider enrichment engagement
- Continued PP literacy intervention required in Y8 for pupils who have not made sufficient advancement in reading ages by the end of Y7