

# Mercia School

## Pupil Premium Spending and Success Statements 2019-20

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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*

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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 2016-19, 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	2019-20 Maximum Spend
Pupils in years 7 to 11 recorded as Ever 6 FSM	73	@ £935	= £68,255
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	3	@ £1,900	= £5,700
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

### 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.
- Impact of the Covid-19 pandemic after March 2020.

#### 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://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#effective-use-of-funding>)

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 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. 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. To support 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, 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.

#### 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 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. We ensure all pupils take part in a wide-range of opportunities, regardless of socio-economic background. Please see our 'Cultural Capital' policy for more information on this element of our strategy.



# Mercia School

## Statement of success 2019-20

### Year 7

Statements of Success		Disadvantaged and 'others'	2019-20 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>	67		
		<i>MS others</i>	71		
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>	55		
		<i>MS others</i>	66		
E	The % of Pupil Premium pupils engaged with extra-curricular activities is 100%	<i>MS Disad</i>	100		
		<i>MS others</i>	100		
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>	98.5		
		<i>MS others</i>	98.8		
G	Attendance of disadvantaged pupils is at least above that of 'other' pupils nationally.	<i>MS Disad</i>	Yes		
		<i>MS others</i>	Yes		
H	% of disadvantaged pupils with one or more FTEs is at least in line with that 'other' pupils nationally.	<i>MS Disad</i>	Yes (0)		
		<i>MS others</i>	Yes (0)		
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>	Yes (0)		
		<i>MS others</i>	Yes (1)		
J	Average number of demerits received by disadvantaged pupils is in line or less than other pupils at Mercia School	<i>MS Disad</i>	5.19		
		<i>MS others</i>	6.8		

Data was only collected in the first assessment cycle due to the Covid-19 pandemic and the consequential lockdown from March-July.



# Mercia School

## Statement of success 2019-20

### Year 8

Statements of Success		Disadvantaged and 'others'	2019-20 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>	62		
		<i>MS others</i>	70		
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>	63		
		<i>MS others</i>	74		
E	The % of Pupil Premium pupils engaged with extra-curricular activities is 100%	<i>MS Disad</i>	100		
		<i>MS others</i>	100		
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>	98.4		
		<i>MS others</i>	98.5		
G	Attendance of disadvantaged pupils is at least above that of 'other' pupils nationally.	<i>MS Disad</i>	Yes		
		<i>MS others</i>	Yes		
H	% of disadvantaged pupils with one or more FTEs is at least in line with that 'other' pupils nationally.	<i>MS Disad</i>	Yes (0)		
		<i>MS others</i>	Yes (0)		
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>	Yes (0)		
		<i>MS others</i>	Yes (1)		
J	Average number of demerits received by disadvantaged pupils is in line or less than other pupils at Mercia School	<i>MS Disad</i>	5		
		<i>MS others</i>	3.16		

Data was only collected in the first assessment cycle due to the Covid-19 pandemic and the consequential lockdown from March-July.



# Mercia School

## Spending Plan 2019-20

Plan	Implementation Timeline						Cost (£)	Lead & Review	2019-20 Cycle RAG		
	Sep 19	Nov 19	Jan 20	Mar 20	May 20	Jul 20			1	2	3
<b>1</b> Embed reading enrichment time through purchasing further mastery texts to help ensure that pupils are reading widely.	Im	Im	Im	Rv			£1000	JF			
<b>2</b> Increase the library stock to over 2000 items by the end of the academic year 2019-20 and ensure 100% of disadvantaged pupils have booked texts out.	Co	Pl	Im	Im			£1000	JF			
<b>3</b> Provide breakfast every morning so all pupils are ready to learn.	Im	Im	Im	Im			£6,000	JF			
<b>4</b> Provide families with uniform support to embed our learning habits.	Im	I					£4,000	JF			
<b>5</b> Over-staff to assist Accelerated Learning Lead with reading/literacy/numeracy intervention	Im	Rv	Rv	Rv			£5,000	JF			
<b>6</b> Employ a pupil support team, including full-time PE teacher, to ensure that disadvantaged pupils are in school & ready to learn.	Im	Pl	Im	Pl			£7,310	JF			
<b>7</b> Fund pupils who require support to participate in enrichment/electives/sports/trips/visits	Pl	Im						JF			

### Key

Co	Communicate	Pl	Plan	Pt	Pilot
Rv	Review	Im	Implement	Ev	Evaluate <sup>7</sup>



# Mercia School

## Impact Report 2019-20

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. SEN pupils are positive about the support they receive.</p> <p>Written work is improving as a consequence of wider reading.</p>
2	Increase the library stock to over 2000 items by the end of the academic year.	<p>The library has been successfully stocked with well over 2000 books.</p> <p>The library has been moved in to the official library space on the upper floor. It 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 14 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 2019-20.</p> <p>Academic performance of disadvantaged pupils is improving, but an internal gap remains which must close. This has been undermined by the Covid-19 pandemic which has inevitably caused gaps to widen. See Pupil Premium Plan 2020-21.</p> <p>Interventions around literacy have led to improved reading ages and clear progress in books.</p>
6	Employ a pupil support team to ensure that disadvantaged pupils are in school & ready to learn.	<p>Contact with parents/carers is constant. Parents of disadvantaged pupils are happy with the school's efforts.</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 2019-20*

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### **Impact**

The assessment cycle has been tightened and the process has ran effectively in cycle 1 of 2019-20. However, a lack of external datasets are available for Y7/8 pupils so caution must be exercised continuously. However, pupil work, pupil voice, parent 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. Pupil Premium 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.

The coronavirus pandemic and March-July lockdown undermined our efforts to close the gaps. All pupils received vast amounts of contact whilst the school was closed. Our communication log shows that disadvantaged pupils received even more calls/emails than their 'other' counterparts. A summer-school was held to help pupils close the gap in July 2020.

### **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 in-house authored 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.

Pupils received several work booklets, remote learning opportunities and we held a work 'drop off/feedback' event that was attended by all pupils. A summer school July 01-31st was very well attended and helped close curricula gaps. See Catch-up report 2019-20.

### **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.

Staff spent huge amounts of time adapting their subject curriculum offer to adjust for post-Covid reopening of schools. This was managed and led by CLs/SLT.



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## *Impact Report 2019-20*

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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. There was only 1 FTE in 2019-20.

#### **Impact documentation:**

1. Pupil voice surveys
2. Quality Assurance documentations
3. Parent voice surveys
4. Staff voice surveys
5. Attendance data
6. Behaviour data
7. Assessment data
8. Intervention impact data

#### **Actions to consider for developing our PP strategy in 2020-21**

- More settled assessment systems must be used to track academic performance to ensure gaps are closed quickly, led by the new AHT.
- Carefully monitor gaps between PP and Non-PP for Year 7/8/9 at the end of each data cycle, with assumed gaps in progress presumed by coronavirus
- Identify pupils who may need additional support early so early intervention work can take place within each department. Use NGRT and CATs to further identify strengths in Y7 with the absence of SATs in mind
- Build on Summer School catch-up success and effectively review the curriculum to close gaps in knowledge
- 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 Y8/9 for pupils who have not made sufficient advancement in reading ages by the end of Y7/8.



# 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.



# Mercia School

## 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.



# Mercia School

## 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



# Mercia School

## 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.