



Pupil premium grant expenditure:
Report to governors: Academic Year 2016/2017

| Principle |
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| At Matthew Arnold School we believe that all students should make outstanding progress in terms of academic outcomes and be able to experience a wide variety of educational and cultural opportunities. The 2017/18 School Improvement Plan has a focus on accelerating the progress of Priority Students, including those currently in receipt of Free School Meals (PPG). We recognise this group as vulnerable to underachievement. Therefore the majority of the PPG is focused towards staffing to support our pupil premium students experiencing the highest quality first touch teaching and, where necessary, targeted interventions. |

Overview of the school 2016/17

| Number of pupils receiving pupil premium grant (PPG) | No. of students | |
|---|-----------------|-----------------|
| Total number of pupils eligible for PPG | 142 | |
| Total number of Looked After Children | 9 | |
| Total number of pupils from Service families | 3 | |
| Total amount of PPG received | | £132,770 |

Performance of pupil premium students at KS4.

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------|-------------|-------------|-------------|-------------|-------------|
| PPG Progress 8 | | -0.41 | -0.05 | -0.94 | -0.32 |

Headlines and Performance of pupil premium students.

- Overall PPG attendance for the year: 92% up by 8% from last year.
- All but 2 students at successful destinations post -16 destinations.
- 10-15% year on year improvement in attendance to parents evenings.

Year 7

PPG students are making good progress overall, with an average residual of +0.38.

Year 8

PPG students are making good progress overall, with an average residual of +0.47.

Year 9

Progress for PPG students is also good with an average residual +0.46.

Year 10

The average residual for the 24 PPG students is -0.34, approx 0.3 below the cohort as a whole.

Year 11

PPG progress-8 measure -0.32. This is up from -0.94 from last year and better than the national PPG Progress 8 score last year (-0.38)

For PPG students with above 95% attendance the Progress 8 score was 0.22.

We have identified that poor attendance is a key factor impacting on the progress of all students. In

this cohort there were several students in receipt of the PPG with a range of health issues which led to very low attendance in year 10 and 11 and therefore impacted on progress.

| Review of Spend 2016/17 | | | |
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| Aspect | Assumptions and proposals | Cost | Evidence - Autumn 2017 |
| Contribution to Staffing: KS4 English and Maths Pathways | Students following pathways other than three GCSE options, received extra teaching in English and maths in replacement of fewer options. All teaching done by MAS staff. | £25,000 | The average residual for the 24 PPG students is -0.34, approx 0.3 below the cohort as a whole. PPG progress-8 measure - 0.32. This is up from -0.94 from last year and better than the national PPG Progress 8 score last year (-0.38) |
| Contribution to Staffing: Student Support Workers | 3 SSW focused one to one with vulnerable students to develop self esteem and positive experiences of school. <i>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. EEF Teaching and Learning Toolkit</i> | £20,000 | SSW working with 20 PPG (out of 50 students) 65% of students SSW working with are showing improved attendance, reduction in behaviour points or improved engagement in lessons. Av R2L Y11 PPG -0.71 Av R2L Y10 PPG -0.24 Av R2L Y9 PPG 0.5 |
| Foundation Pathway | Year 7-9 alternative curriculum where students are taught for 9 to 17 hours a fortnight with a SEN teacher and English teacher. They are taught English, Geography and History and | £15,000 | 100% students made steady progress towards target grade or met or exceeded their target grade |

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| | <p>follow a curriculum to support comprehension programmes, reading skills and writing units that develop SPAG, paragraphing and vocabulary work.</p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase. EEF Teaching and Learning Toolkit shows 3 months impact.</i></p> | | |
| Home School Link Worker | <p>HSLW supports students and families to engage in school and with issues outside of school that have an impact on wellbeing and achievement in school.</p> <p><i>Parental Involvement covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis. EEF Teaching and Learning Toolkit shows 3 months impact.</i></p> | £15,500 | HSLW unfortunately suffered from long term absence due to ill health this academic year so the impact from this spend was limited. |
| KS3 and 4 behaviour support programme | <p>Programme designed specifically to support students 1:1, struggling with engagement and maintaining positive behaviours in school.</p> <p><i>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. EEF Teaching and Learning Toolkit shows 4 months impact.</i></p> | £5,000 | Improved engagement and ready to learn scores of targeted students. |

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| <p>KS3 and 4 Literacy and Numeracy Interventions Cogmed Chromebooks</p> | <p>Literacy and numeracy interventions for students below their expected target stages/grades. <i>Literacy approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. EEF Teaching and Learning Toolkit shows 5 months impact.</i></p> | <p>£10,000</p> | <p>1-1 work on literacy has improved progress grades of 9 students in English</p> <p>100% improvement in progress of students working 1:1 with Hugh Kitchen when they attended all sessions.</p> |
| <p>Outreach Teaching Service (Hospital School)</p> | <p>The Hospital School provides either teaching at a base or home teaching for students who are not well enough to attend mainstream school, through their Outreach Teaching Service.</p> | <p>£15,000</p> | <p>3 students attended - 2 able to fully return to school. 3rd student passed level 1 functional skills maths and English while at hospital school.</p> |
| <p>Alternative provision</p> | <p>Additional provision is sometimes required to support PPG students. For example at TRAX, On course, Discovery programme, Courses at meadowbrook college and KS4 dual roll provisions. <i>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and significant impact on attitudes to</i></p> | <p>£11,000</p> | <p>This money provided additional support for our disengaged students for whom full-time school provision was unsustainable.</p> <p>For example A student attended Trax twice weekly and has gone on to post-16 provision linked to the project completed there. Input by David Lovell was also highly effective "I wouldn't have finished my food BTEC or my science coursework without him"</p> |

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| | <i>learning, social relationships in school, and attainment itself (four months' additional progress on average). EEF Teaching and Learning Toolkit</i> | | |
| Exam Attendance Project and Revision school/ homework club (incl. other after school revision sessions, extra mentoring programme and revision materials from departments) | Pupil premium students in danger of not reaching their target grades to be focused upon for additional mentoring and for attendance at extra revision sessions. <i>Activities vary from programme to programme, sometimes including direct academic support with homework or other school tasks. Mentoring has increasingly been offered to young people who are hard to reach or deemed to be at risk of educational failure or exclusion. There is evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress. EEF Toolkit</i> | £2,000 | See progress data above - this was used to fund revision materials for departments. |
| Student support subsidies to include <ul style="list-style-type: none"> ● Provision of breakfast before school ● Transport to exams and interventions. ● Music lessons ● Ingredients for Food Tech, lunch clubs, lockers, uniform ● Trip contributions | Accessed by pupil premium students across all year to enable them to fully access the curriculum and extra-curricular provision | £12,000 | See progress data above |

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| Total PPG received | £132,770 |
| Contribution to Salary Costs | £90,000 |
| Total PPG expenditure | £130,500 |

Projection of PPG support and spending 2017/18.

There will be five main focus points for spending this year. Firstly, ensuring quality first teaching to all students in all classes by contributing to staffing costs. Secondly by providing alternative provision to students who require support that we can't offer in school. Thirdly, providing additional interventions during and after school for targeted KS3 (years 7 through to 9) students on 6 to 10 week maths and English booster interventions. Fourthly, Behaviour support for students. Finally, full payment for trips that are an integral part of the course to enable Pupil Premium students to access the full curriculum and to build their cultural capacity.

Projected income 2017-18 £141,400

| Items/projects 2017-18 | Estimated funding 2017-18 | Evidence base and background |
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| Contribution to KS4 staffing | £25,000 | To ensure high quality first touch teaching for all. |
| Contribution to staffing for Student Support Workers | £20,000 | SSW to focus one to one with vulnerable students to develop self esteem and positive experiences of school. To support students to be in lessons. <i>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. EEF Teaching and Learning Toolkit</i> |
| Contribution to staffing of Foundation Pathway | £15,000 | Year 7-9 alternative curriculum where students are taught for 9 to 17 hours a fortnight with a SEN teacher and English teacher. They are taught English, Geography and History and follow a curriculum to support comprehension programmes, reading skills and writing units that develop SPAG, paragraphing and vocabulary work. <i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase. EEF Teaching and Learning Toolkit shows 3 months impact.</i> |

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| Behaviour support and intervention | £40,000 | Behaviour support programme designed specifically to support students 1:1, struggling with engagement and maintaining positive behaviours in school. <i>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. EEF Teaching and Learning Toolkit shows 4 months impact.</i> |
| KS3 and 4 Literacy and Numeracy Interventions | £8,000 | Literacy and numeracy interventions for students below their expected target stages/grades. <i>Literacy approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. EEF Teaching and Learning Toolkit shows 5 months impact.</i> |
| Outreach Teaching Service (Hospital School) | £5,000 | The Hospital School provides either teaching at a base or home teaching for students who are not well enough to attend mainstream school, through their Outreach Teaching Service. (Currently no PPG students require this service this is the planned in as a contingency cost for one student) |
| Alternative Provision | £10,000 | Additional provision is sometimes required to support PPG students. For example at TRAX, On course, Discovery programme, Courses at meadowbrook college and KS4 dual roll provisions. <i>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). EEF Teaching and Learning Toolkit</i> |
| Student support subsidies to include <ul style="list-style-type: none"> ● Provision of breakfast before school ● Transport to exams and interventions. ● Music lessons ● Ingredients for Food Tech, lunch clubs, lockers, uniform ● Trip contributions ● Revision materials ● Contingency | £18,000 | Accessed by pupil premium students across all year to enable them to fully access the curriculum and extra- curricular provision |
| Total estimated spend | £141,000 | |