

# Marland School Pupil Premium Report 2016-18 (v November 2017)

The pupil premium is allocated to schools on a financial year basis (i.e. April – April) for children:

- Looked-after children (LAC / CiC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority and 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.
- who are eligible for Free School Meals (FSM) including the past 6 years ('Ever 6 / E6 FSM') based on the actual number of children on roll at the time of the January census (not financially adjusted for in year variations).
- Pupils recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence (SPP).

Pupil Premium (PP) Statistics	April 2016 – April 2017			April 2017 – April 2018		
	No. Students	% of Cohort (71)	Total	No. Students	% of Cohort (70)	Total
Students designated as a 'Child in Care (CiC)' (inc. Adopted & Special Guardianship) <small>*Variable due to in year pupil movement*</small>	11	15%	£21,485	*10	*14%	*£15,992
Students receiving 'Free School Meals (FSM)' / Ever 6 (E6)	49 <small>(including E6)</small>	69%	£47,335	48	69%	£46,420
Students designated as a 'Service Child' (SPP)	0	N/A	0	1	1%	£300
<b>TOTALS</b>	<b>60</b>	<b>85%</b>	<b>£68,135</b>	<b>59</b>	<b>84%</b>	<b>£62,712</b>

## Objectives in spending the Pupil Premium

To meet the individual needs of each eligible student through providing:

- structured programmes of support as identified through our person-centred planning processes and IEPs.
- additional / enhanced resources where need is identified (equipment, staff & staff training, commissioning, etc.)

## Summary of spending and actions taken for 2016-17 Financial Year

The funding received was shared out and contributed to support students in receipt of pupil premium on the following:

Planned Actions	Anticipated beneficial outcomes	PP Funding
1. Provision of a 'Breakfast Club' at the Day School site.	Encourage maximum / regular student attendance at school. Facilitate improved preparedness for learning during the school day.	£3,120
2. Provision of mid-day meals for a small minority of students, ensuring that ALL children receive appropriate nutritious food across each school day (in addition to breakfast club).	To meet this vulnerable group's basic welfare needs and facilitate improved preparedness for learning during the school day.	£1,350
3. Targeted support for visually impaired 'PP' student/s: <ul style="list-style-type: none"> <li>• Initial commissioned assessment support / guidance from the Visual Impairment Service.</li> <li>• Purchase of spare glasses and ongoing replacement / repair costs due to additional needs.</li> </ul>	To ensure that visual special needs are also consistently met (in addition to primary SEMH needs) to help students to maximise their access to learning.	£900
4. Provision of targeted 1:1 Literacy & Numeracy intervention withdrawal support by specialist trained STA / TA staff across both sites.	Accelerated progress to assist literacy and numeracy achievement where individual identified need dictates (closing any gap with non-PP students).	£18,502
5. Provision of targeted TA hours to increase capacity for cross curricula in-class Lit. / Num. intervention support.		£18,502
6. Additional provision of Literacy & Numeracy training amongst TA team to enhance quality of intervention support and to provide additional 'Top-up' training for all T&L staff in Literacy and Numeracy.		£2,650

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7. Targeted 'Learning Support Mentoring' focussed on re-engaging disaffected students with their learning.	Reduced disengagement from lessons / reduced negative behaviour / reduced need for reactive behaviour measures by staff / increased access to learning / improved levels of achievement.	<b>£4,054</b>
8. Continued commissioning of a part time 'Counsellor' to support targeted THRIVE interventions (including appropriate therapies) aimed at developing the ability to be able to access learning more effectively / consistently.		<b>£4,500</b>
9. Continued employment of additional Vocational Instructor time to offer alternative practical based learning opportunities that can be used to motivate reluctant learners and incorporate cross curricula Literacy & Numeracy reinforcement learning.	Reduced disengagement from lessons / increased access to learning / improved levels of achievement (vocational, literacy & numeracy).	<b>£4,310</b>
10. Ongoing enhancement funding to further promote 'Reading' as a regular vitally important activity through the provision of reading software, paper books and e-books; all matched to student needs and improved reading age progression.	Accelerated progress to improve reading skills and promote more positive engagement with and/or a love of reading.	<b>£3,350</b>
11. Provision of a broad range of short term (daily / weekly) and medium term (termly / half termly) incentives to enhance sustained engagement with learning and continue to improve progression, achievement and attainment.	Reduced disengagement from lessons / increased access to learning / improved levels of achievement.	<b>£2,600</b>
12. Commissioning of additional 1:1 targeted curriculum enhancement opportunities (music tuition & bespoke vocational opportunities) to promote and sustain engagement with learning.		<b>£2,000</b>
13. Commissioning of whole group (incorporating PP pupils) curriculum enhancement opportunities (cultural / expressive music, creative expressive arts / Drama, etc.).	Increased access to broader learning opportunities and a wider range of achievement / attainment.	<b>£2,300</b>
<b>TOTAL</b>		<b>£68,138</b>

## **2016-17 Outcomes** (End of Academic Year): **KS4 Students** (26 Students: Yr 11 – 10: Yr 10 – 16)

*Further to the abolition of National Curriculum 2000 Levels, assessment of KS4 students has moved to new GCSE grade and Functional Skills descriptors. These do not match up or align with previous assessment methodologies and, with only one year's 'new systems' data available, cannot show accurate progression during this interim transitional period. This is not a true reflection of the level of progress made as the achievement/attainment in external qualifications of Year 11 students is as good (and in some cases better) than it has been in previous recent years.*

### **Child in Care / CiC: YEAR 11 – 2 out of 10 Y11 students (20%)**

- English:
  - Level 2 or equivalent qualification – 1 student
  - Functional Skills Entry 3 – 1 student
- Maths:
  - Level 1 or equivalent qualification – 1 student
  - Functional Skills Entry 3 – 1 student

### **Students eligible for Free School Meals / FSM + E6: YEAR 11 – 6 out of 10 Y11 students (60%)**

- English:
  - Level 1 or equivalent qualification – 2 students
  - Level 2 or equivalent qualification – 3 students
- Maths:
  - Level 1 or equivalent qualification – 2 students
  - Level 2 or equivalent qualification – 4 students
- All qualifications:
  - TOTAL Level 1 or equivalent qualification – 37 (average 6.2 quals per student)
  - TOTAL Level 2 or equivalent qualification – 19 (average 3.2 quals per student)
  - TOTAL Level 1 & 2 or equivalent qualification – 56 (average 9.3 quals per student)
- Reading:
  - Students with a chronological RA or making expected progress at last WRAT4 assessment – 4 (67%)

## Summary

Year 11 students in receipt of Pupil Premium are attaining / progressing at the same or similar rate in both English & Maths. Reading remains a major priority within this plan, the overarching School Development Plan and whole school focus on 'closing the gap' (in particular with CiC students).

## Pupil Premium (CiC + FSM) July 2017 Year 11 Student Leavers Attainment

	Total CiC (2 students)	Total FSM (6 students)	Total PP (8 students)
English: achieved a Level 2 qualification	1	3	50% / 4
English: achieved a Level 1 or higher qualification	1	5	75% / 6
Maths: achieved a Level 2 qualification	0	4	50% / 4
Maths: achieved a Level 1 or higher qualification	1	6	88% / 7
English & Maths: achieved both Level 2 qualifications	0	2	25% / 2
English & Maths: achieved both Level 1 or higher qualifications	1	5	75% / 6
All Subjects: achieved 3 Level 2 qualifications	0	3	38% / 3
All Subjects: achieved at least 1 Level 2 qualification	1	5	75% / 6
All Subjects: achieved at least 6 Level 1 or higher qualifications	2	5	88% / 7
All Subjects: achieved at least 2 Level 1 or higher qualifications	2	6	100% / 8

## Overall Summary (all Pupil Premium Students)

Overall engagement with learning opportunities has improved and this is reflected in the generally positive and improving progression in English, Reading and Maths and the breadth, level and number of national qualifications achieved by the outgoing 2017 Year 11 PP Students as well as the additional early entry achievement of the 2017 Year 10 PP students.

In addition the need for reactive behaviour management strategies has continued to significantly reduce and stabilise.

The school is committed to continuing to deploy this additional money to target identified PP student need and to 'closing the gap' between PP students and non-PP students' achievement / progression by utilising the range of strategies outlined in this summary report.

## 2016-17 Outcomes (End of Academic Year): KS2 & KS3 Students

### National Curriculum Changes & resultant Student Progress measures changes

From September 2015 Marland School commenced the transition from National Curriculum 2000 to National Curriculum 2014, embedding the process from September 2016.

### PRIOR to September 2015

Individual and group student progress was measured in National Curriculum 2000 'Levels & Sub-Levels'. This year on year progress was then benchmarked against the DfE national 'Progression Guidance' for the core subjects of English & Maths and against the alternative Special Schools national CASPA database for all other National Curriculum subjects.

Progress for students entitled to Pupil Premium would then be reported in NC2000 benchmarked sub-levels and then published as part of this annual report (see previous Year's report for 2015-17).

### POST September 2015

#### Key Stage 2 & Key Stage 3 Students

Individual and group student progress is now measured in National Curriculum 2014 age related 'Stage Progress Descriptors'. These do not assimilate or correlate to the previous National Curriculum 2000 'Levels & Sub-Levels' and so illustrating meaningful progress from one to the other is not possible in the first transition years of operation.

The School has now gathered 2 years of progress data utilising the new NC2014 methodology and is in the early stages of being able to use this data to map meaningful progress across the curriculum.

Please refer to the Marland School 'Assessment Development Journey' and 'Assessment Guidance' documents for more detailed generic information and the School's own internal student progress records for specific student achievement, attainment and progression.

- **KS2 & KS3 CiC: National Curriculum 2014:**
  - English: CiC students making progress – 100% (6/6)
  - English: Non CiC students making progress – 82% (31/38)
  - **Conclusion: CiC students are performing at or have progressed at a better rate than non CiC students.**
  - Maths: CiC students making progress – 67% (4/6)
  - Maths: Non CiC students making progress – 82% (32/39)
  - **Conclusion: Non CiC students are performing at or have progressed at a better rate than CiC students.**
- **KS2 & KS3 FSM/E6: National Curriculum 2014:**
  - English: FSM/E6 students making progress – 81% (26/32)
  - English: Non FSM/E6 students making progress – 83% (10/12)
  - **Conclusion: FM/E6 students are performing at or have progressed at a similar rate to non FSM/E6 students.**
  - Maths: FSM/E6 students making progress – 81% (26/32)
  - Maths: Non FSM/E6 students making progress – 77% (10/13)
  - **Conclusion: FSM/E6 students are performing at or have progressed at a slightly better rate than Non FSM/E6 students.**

- **KS2 & KS3 CiC READING:**
  - CiC Students: 5/7 (71%) are at least 'Chronological Reading Age' equivalent *or* are making expected or better progress.
  - Non CiC students comparison: 30/40 (75%).
  - **Conclusion: CiC students are performing at or have progressed at a similar rate to Non CiC students.**

- **KS2 & KS3 FSM/E6 READING:**
  - FSM/E6 Students: 20/32 (63%) are at least 'Chronological Reading Age' equivalent *or* are making expected or better progress. In addition, a further 6/32 (19%) have made some progress.
  - Non FSM/E6 students comparison: 9/15 (60%).
  - **Conclusion: FSM / E6 students are performing at or have progressed at a similar rate to Non FSM /E6 students.**

## OVERALL SUMMARY (ALL Pupil Premium Students: KS2-4)

Overall engagement with learning opportunities has improved and this is reflected in the generally positive and improving attitude from the majority of students towards their learning (especially English, Reading and Maths). In addition the need for reactive behaviour management strategies has continued to reduce and stabilise.

The school is committed to continuing to deploy this additional money to target identified PP student need and to '*closing the gap*' between PP students and non-PP students' achievement / progression by utilising the range of strategies outlined in this summary report.

## 2017-18 Financial Year

<b>Dates of next reviews of this Pupil Premium Strategy / Report:</b>	<b>May 2018 &amp; November 2018</b>
<b>*Anticipated Pupil Premium Grant Allocation:</b> <i>(* constantly varying due to in year student admissions &amp; mobility)</i>	<b>£62,712</b>

### Summary of the main barriers to educational achievement for Marland Students

A significant majority of students who attend Marland School are in receipt of Pupil Premium, of these the majority are eligible for Free School Meals and a significant minority are Children in Care (see summary on page 1).

Main barriers faced by PP students	How the Funding will be used to address these barriers	Reasons why this approach has been taken
Social, emotional and/or mental health needs (SEMH), frequently resulting in attention and behaviour control issues.	Meeting emotional and social needs at the outset on a personalised basis before they manifest into negative behaviour and disrupt learning.  This is addressed through the 'Planned Actions' outlined in detail in the 'Planned spending & Actions' section below.	Effective learning can only take place when a person is calm, in control and emotionally, socially and behaviourally stable.  These measures have been deployed to help to address such needs on a targeted individual basis in order to stabilise behaviour and maximise learning opportunities, progress, achievement and attainment.
Additional special educational needs: <ul style="list-style-type: none"> <li>• Autism Spectrum Condition (ASC)</li> <li>• Speech, Language &amp; Communication Needs (SLCN)</li> <li>• Visual Impairment</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Significant learning delays (especially with literacy &amp; reading).</li> </ul>	Meeting each individual student's special needs on an appropriately personalised basis to ensure that any such barriers to learning are minimised / overcome wherever possible.  This is addressed through the 'Planned Actions' outlined in detail in the 'Planned spending & Actions' section below.	In addition, effective learning can also only take place when a person has their individual needs appropriately met.  Again these additional measures have been deployed to help to address such needs on a targeted individual basis in order to maximise learning opportunities, progress, achievement and attainment.

### Planned Spending & Actions for 2017-18 Financial Year

The PP funding will contribute towards supporting students in receipt of Pupil Premium by the following means:

Planned Actions	Anticipated beneficial outcomes	PP Funding
1. Provision of Forest School access to motivate and encourage students to fully engage with their academic (Literacy & Numeracy) learning opportunities.	Increased participation in general learning. Reduction in disengagement from lessons. Increased literacy & numeracy progression.	<b>£7,600</b>
2. Increased access to 1:1 staff provision enabling enhanced opportunities to sample post 16 Further Education 'sampler' experiences.	Increased initial successful post 16 transition continuing into long term sustained FE placement. Reduction in 'in-year' NEETs.	<b>£2,900</b>
3. Expansion of the successful daily 'Breakfast Club' at the Day School site.	Encourage maximum / regular student attendance at school. Facilitate improved preparedness for learning during the school day.	<b>£4,070</b>

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4. Provision of mid-day meals at the Day School for a small minority of students, ensuring that ALL children receive appropriate nutritious food across each school day (in addition to breakfast club).	To meet this vulnerable group's basic welfare needs and facilitate improved preparedness for learning during the school day.	<b>£1,530</b>
5. Reading programme: expansion of weekly incentive scheme to further encourage reluctant readers to access challenging age / interest appropriate reading materials daily.	Increased targeted reading participation resulting in increased rate of reading proficiency / progression.	<b>£1,300</b>
5. Provision of targeted 1:1 and class based literacy & numeracy intervention withdrawal support by specialist trained STA / TA staff across both sites.	Accelerated progress to assist literacy and numeracy achievement where individual identified need dictates (closing any gap with non-PP students).	<b>£20,687</b>
14. Additional provision of Literacy & Numeracy training amongst TA team.	To enhance quality of intervention support and to provide additional 'Top-up' training for all T&L staff in Literacy and Numeracy.	<b>£2,677</b>
15. Targeted 'Learning Support Mentoring' focussed on re-engaging disaffected students with their learning.	Reduced disengagement from lessons / reduced negative behaviour / reduced need for reactive behaviour measures by staff / increased access to learning / improved levels of achievement.	<b>£6,443</b>
16. Continued commissioning of a part time student 'Counsellor'.	To support targeted THRIVE interventions (including appropriate therapies) aimed at developing the ability to be able to access learning more effectively / consistently.	<b>£4,545</b>
17. Ongoing enhancement funding to further promote 'Reading' as a regular vitally important activity through the provision of reading software, paper books and e-books; all matched to student needs and improved reading age progression.	Accelerated progress to improve reading skills and promote more positive engagement with and/or a love of reading.	<b>£2,500</b>
18. Provision of a broad range of short term (daily / weekly) and medium term (termly / half termly) incentives to enhance sustained engagement with learning and continue to improve progression, achievement and attainment.	Reduced disengagement from lessons / increased access to learning / improved levels of achievement.	<b>£2,626</b>
19. Commissioning of additional 1:1 targeted curriculum enhancement opportunities (music tuition, horse riding, ice skating, bespoke vocational opportunities, etc. – personalised to student needs / preference) to promote and sustain engagement with learning.	Increased access to broader learning opportunities and a wider range of achievement / attainment.	<b>£3,750</b>
20. Commissioning of whole group (incorporating PP pupils) curriculum enhancement opportunities (cultural / expressive music, creative expressive arts / drama, scientific, etc.).	To broaden curricula learning experiences where Literacy and Numeracy needs are already being fully met.	<b>£2,100</b>
<b>TOTAL</b>		<b>£62,728</b>