

Marland School Pupil Premium Report 2017-19 (v November 2018)

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 a Service Child or in receipt of a child pension from the Ministry of Defence (SPP).

Pupil Premium (PP) Statistics	April 2017 – April 2018			April 2018 – April 2019		
	No. Students	% of Cohort (70)	Total	No. Students	% of Cohort (67)	Total
Students designated as a 'Child in Care (CiC)' (inc. Adopted & Special Guardianship) <i>*Variable due to in year pupil movement*</i>	*10	*14%	*£19,288	*9	*13%	*£20,700
Students receiving 'Free School Meals (FSM)' / Ever 6 (E6)	48	69%	£46,420	49	73%	£53,405
Students designated as a 'Service Child' (SPP)	1	1%	£300	1	1%	£300
TOTALS	59	84%	£66,008	59	88%	£74,405

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 2017-18 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 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.	£10,300
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.	£2,900
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.	£4,070
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.	£1,530
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.	£1,600
4. 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.	£20,687

Marland School Pupil Premium Report 2017-19 (v November 2018)

5. 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.	£2,677
6. 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 progress and achievement.	£6,443
7. 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.	£6,340
8. 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.	£2,800
9. 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.	£2,868
10. 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.	£3,750
11. 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.	£2,100
TOTAL		£68,065

2017-18 Outcomes (compared with prior year 2016-17): Year 11 Students

Listed below is the achievement/attainment in national external qualifications of all Year 11 students eligible for Pupil Premium.

Child in Care / CiC 2016-17 Qualifications: 2 Year 11 Students	No. / % of Y11 Students	Average No. Quals. per Student	Child in Care / CiC 2017-18 Qualifications: 0 Year 11 Students	No. / % of Y11 Students	Average No. Quals. per Student
English: FS Entry 3	1 / 50%	N/A	English: FS Entry 3	N/A	N/A
English: Level 1 or equivalent:	N/A	N/A	English: Level 1 or equivalent	N/A	N/A
English: Level 2 or equivalent:	1 / 50%	N/A	English: Level 2 or equivalent	N/A	N/A
Maths: FS Entry 3	1 / 50%	N/A	Maths: FS Entry 3	N/A	N/A
Maths: Level 1 or equivalent:	1 / 50%	N/A	Maths: Level 1 or equivalent	N/A	N/A
Maths: Level 2 or equivalent:	0	N/A	Maths: Level 2 or equivalent	N/A	N/A
TOTAL of ALL Qualifications - Level 1 or equivalent:	14	7	TOTAL of ALL Qualifications Level 1 or equivalent:	N/A	N/A
TOTAL of ALL Qualifications - Level 2 or equivalent:	3	1.5	TOTAL of ALL Qualifications Level 2 or equivalent:	N/A	N/A
TOTAL of ALL Qualifications - Entry + Level 1 + Level 2:	19	9.5	TOTAL of ALL Qualifications Entry + Level 1 + Level 2:	N/A	N/A

FSM / E6 2016-17 Qualifications: 6 Year 11 Students	No. / % of Y11 Students	Average No. Quals. per Student	FSM / E6 2017-18 Qualifications: 2 Year 11 Students	No. / % of Y11 Students	Average No. Quals. per Student
English: FS Entry 3	1 / 17%	N/A	English: FS Entry 3	N/A	N/A
English: Level 1 or equivalent:	2 / 33%	N/A	English: Level 1 or equivalent	5 / 56%	N/A
English: Level 2 or equivalent:	3 / 50%	N/A	English: Level 2 or equivalent	4 / 44%	N/A
Maths: FS Entry 3	1 / 17%	N/A	Maths: FS Entry 3	1 / 11%	N/A
Maths: Level 1 or equivalent:	2 / 33%	N/A	Maths: Level 1 or equivalent	5 / 56%	N/A
Maths: Level 2 or equivalent:	3 / 50%	N/A	Maths: Level 2 or equivalent	3 / 33%	N/A
TOTAL of ALL Qualifications - Level 1 or equivalent:	44	7.3	TOTAL of ALL Qualifications Level 1 or equivalent:	71	7.9
TOTAL of ALL Qualifications - Level 2 or equivalent:	20	3.3	TOTAL of ALL Qualifications Level 2 or equivalent:	25	2.8
TOTAL of ALL Qualifications - Entry + Level 1 + Level 2:	66	11	TOTAL of ALL Qualifications Entry + Level 1 + Level 2:	98	10.9

Service Child Premium (SCP) 2016-17 Qualifications 0 Year 11 Students	No. / % of Y11 Students	Average No. Quals. per Student	Service Child Premium (SCP) 2017-18 Qualifications 1 Year 11 Students	No. / % of Y11 Students	Average No. Quals. per Student
English: Level 1 or equivalent:	N/A	N/A	English: Level 1 or equivalent	N/A	N/A
English: Level 2 or equivalent:	N/A	N/A	English: Level 2 or equivalent	1 / 100%	N/A
Maths: Level 1 or equivalent:	N/A	N/A	Maths: Level 1 or equivalent	1 / 100%	N/A
Maths: Level 2 or equivalent:	N/A	N/A	Maths: Level 2 or equivalent	N/A	N/A
TOTAL of ALL Qualifications - Level 1 or equivalent:	N/A	N/A	TOTAL of ALL Qualifications Level 1 or equivalent:	8	8
TOTAL of ALL Qualifications - Level 2 or equivalent:	N/A	N/A	TOTAL of ALL Qualifications Level 2 or equivalent:	4	4
TOTAL of ALL Qualifications - Entry + Level 1 + Level 2:	N/A	N/A	TOTAL of ALL Qualifications Entry + Level 1 + Level 2:	12	12

2017-18 Outcomes (End of Academic Year): **KS2 & KS3 Students**

Key Stage 2 & Key Stage 3 Students

Individual and group student progress is measured utilising 'Rising Stars' National Curriculum 2014 based software via age related 'Stage Progress Descriptors'. Refer to the detailed Marland School Progress Tracking records for more detailed information of individual and group student achievement and progression.

- **KS2 & KS3 CiC based on 'Rising Stars' assessment model** (4 students – each student equates to 25%):
 - English (Overall): CiC students making in year progress – 75% (3/4).
 - English (Reading): CiC students making in year progress – 50% (2/4).
 - English (Writing): CiC students making in year progress – 75% (3/4).
 - Maths (Overall): CiC students making in year progress – 50% (2/4)
- **KS2 & KS3 FSM/E6 based on 'Rising Stars' assessment model** (33 students – each student equates to 3%):
 - English (Overall): FSM/E6 students making progress – 91% (30/33)
 - English (Reading): FSM/E6 students making progress – 88% (29/33)
 - English (Writing): FSM/E6 students making progress – 82% (27/33)
 - Maths: FSM/E6 students making progress – **52% (17/33)

***Predominantly due to a significant in year influx of new complex needs students at the younger KS2/3 end of the Day School site who struggled to settle in Maths, combined with an issue within Year 9 across sites – measures established to address this anomaly. Further information held in individual pupil/student data tracking records.*

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 (refer to associated tracking data), and emotional developmental progress has shown a significant increase (refer to 'Thrive' assessment data).

The school is committed to continuing to deploy this additional money to target identified PP student need by utilising the range of strategies outlined in this summary report.

2018-19 Financial Year

Dates of next reviews of this Pupil Premium Strategy / Report:	May 2019 & November 2019
Anticipated Pupil Premium Grant Allocation: <i>(constantly varying due to in year student admissions & mobility)</i>	£74,405

Summary of the main barriers to educational achievement for Marland Students

A significant majority of Marland School students (88%) are in receipt of Pupil Premium, of these the majority are eligible for Free School Meals (73%) and a significant minority are Children in Care (13%) - 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 ' <i>Planned Actions</i> ' outlined in detail in the ' <i>Planned Spending & Actions</i> ' 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 include (but not limited to): <ul style="list-style-type: none"> • Autism Spectrum Condition (ASC) • Pathological Demand Avoidance • Attachment Disorder • Speech, Language & Communication Needs (SLCN) • Visual Impairment • Attention Deficit Hyperactivity Disorder (ADHD) • Moderate Learning Difficulties (MLD) • Significant learning delays (especially with literacy & reading). 	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 ' <i>Planned Actions</i> ' outlined in detail in the ' <i>Planned spending & Actions</i> ' 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 2018-19 Financial Year

The PP funding will contribute towards (not solely fund) the support of pupils and 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.	£11,800
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.	£2,900

Marland School Pupil Premium Report 2017-19 (v November 2018)

3. Ongoing provision of the successful daily 'Breakfast Club' at the Secondary School.	Encourage maximum / regular student attendance at school. Facilitate improved preparedness for learning during the school day.	£3,230
4. Provision of mid-day meals at the Secondary School site 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.	£1,730
5. Reading programme: continuation of the weekly incentive scheme to further encourage reluctant readers to access challenging age / interest appropriate reading materials daily.	Prioritisation of targeted reading participation resulting in increased rate of reading proficiency / progression.	£1,300
6. 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).	£21,139
7. Additional provision of Literacy & Numeracy training amongst TA team to continue to upskill in these areas.	To enhance quality of intervention support and to provide additional 'Top-up' training for all T&L staff in Literacy and Numeracy.	£1,855
8. 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.	£9,675
9. Continued commissioning of a student 'Counsellor / Play Therapist' at the two Secondary sites.	To support targeted THRIVE interventions (including appropriate therapies) aimed at developing the ability to be able to access learning more effectively / consistently.	£9,755
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.	£2,500
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.	£2,800
12. 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.	£3,500
13. 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.	£2,600
TOTAL		£74,784.00