

Millthorpe Pupil Premium strategy statement 2019-2022

Last Update November 2020

School Overview for last academic year (2019/20)

School name	Millthorpe School
Pupils in school	1052
Proportion of disadvantaged pupils	17.4%
Proportion of disadvantaged pupils Y7-Y11	Y7-21%; Y8-21%; Y9-13%; Y10-11%; Y11-21%
Pupil premium allocation this academic year	£140,645
Academic year or years covered by statement	2019 - 2022
Last updated	November 2020
Next Review	March 2021
Statement authorised by	Gemma Greenhalgh – Headteacher
Pupil premium Lead	Tania Andrie – Assistant Headteacher
Governor lead	Claire Smith

Disadvantaged pupil progress scores for last academic year (2019/20)

Measure	Disadvantaged	Whole School
Progress 8	-0.02	+0.5
Attainment 8	43.09	53.42
4+ English and Maths	57%	75%
5+ English and Maths	36%	52%

Strategy Aims for 2019 - 2022

At Millthorpe, we are committed to treating all students with equity and to seeking equal opportunities for all. We have high expectations of all young people at Millthorpe and we use our Pupil Premium funding to raise the attainment of financially disadvantaged students of all abilities. We strive to close the attainment gap between Pupil Premium students and their peers and we endeavour to narrow social, economic and cultural gaps that may have a negative impact on students' learning so that all students can enjoy a more rewarding experience of school life and can achieve their potential.

Our Pupil Premium strategy is underpinned by the Education Endowment Foundation's research into best use of Pupil Premium funding and we follow the tiered approach to Pupil Premium spending set out in the EEF Guide to the Pupil Premium. This means we spend approximately 50% on teaching (for example, professional development, recruitment and retention and support for early career teachers); 25% on targeted academic support (for example, intervention to address underperformance, small group tuition and one-to-one support) and 25% on wider strategies (for example, behaviour support, breakfast and after-school clubs and increasing attendance).

Attainment data for last four academic years (2017-20)

Current attainment	2017 Results		2018 Results		2019 Results		2020 Results	
	Disadvantaged	Non	Disadvantaged	Non	Disadvantaged	Non	Disadvantaged	Non
Standard Basics 9-4								
% achieving English and mathematics	37	66	50	68	44	73	57	80
Strong Basics 9-5								
% achieving English and mathematics	16	45	21	46	24	56	36	57
Progress and Attainment								
Progress 8 score average	-0.97	+0.09	-0.57	+0.35	-0.42	+0.22	-0.02	+0.66
Attainment 8 score average	34.37	50.32	40.54	23.23	39.81	54.06	43.02	56.51

Key messages:

- Our % Pupil Premium students achieving Strong Passes in both English and Maths continues to improve throughout this period
- Our Progress 8 score for disadvantaged students continues to improve throughout this period.
- Our Attainment 8 score for disadvantaged students shows an improving trend.
- Our Progress 8 gap reduced by 0.32 from 2017 to 2019 and increased by 0.2 from 2019-2020 (COVID-19).
- Our Progress 8 score for disadvantaged students improved significantly in 2020 and is now in line with National Average Progress 8 for all students.

Achieving educational potential

At Millthorpe, we think carefully about equality and equity, especially in our work to improve the outcomes of Pupil Premium students. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help, whereas equity aims to give everyone what they need to be successful. Equity in education means that personal or social circumstances are not obstacles to achieving educational potential

Our Gold Standard Learning Conduct is at the centre of all discussion of teaching and learning at Millthorpe: teachers and Pastoral Leads use our Gold Standard Learning Conduct to frame conversations with students, with parents and carers and with each other and they use it to facilitate thinking and talking about learning amongst students. At Millthorpe we define Gold Standard learners as students who:

- are motivated and engaged
- make consistent and sustained effort
- respond well to challenge and persevere when work is difficult
- take active steps to find out more without prompting
- respond positively to feedback and improve work
- produce written and oral work to the best of their ability
- meet deadlines and complete homework to the highest standard
- work highly effectively both independently and with peers
- treat others with dignity and respect

Many Pupil Premium students have high aspirations, are incredibly resilient and model Gold Standard Learning. However, financial disadvantage puts families under pressure and a home life that is more pressurised can mean students find it difficult to sustain Gold Standard Learning Conduct and the academic progress that results from Gold Standard Learning Conduct. Our work with Pupil Premium students aims to remove as many barriers as we can to students' ability to fulfil and sustain Gold Standard Learning conduct and this is reflected in the three year plan that follows. We see the additional support we provide for our Pupil Premium students as a means to improving equity for all students and improving educational outcomes for all.

EEF Tiered approach to making best use of Pupil Premium funding: 3 Year Plan

Teaching	Targeted academic support	Wider strategies
Year One - 2019/20		
<ul style="list-style-type: none"> • CPD for all teachers to increase teachers' understanding of the Pupil Premium attainment gap and develop a range of classroom strategies to narrow academic, social and cultural gaps • CPD for all teachers to increase skills in teaching strategies that have a disproportionately positive effect on Pupil Premium students, for example metacognition • Make supporting Pupil Premium students to achieve their potential a part of all teachers' appraisal • Address Learning Conduct and attainment of Pupil Premium students in all aspects of Teaching and Learning Quality Assurance: Line Management meetings, Departmental meetings, lesson observations, work scrutiny, student voice etc • Increase intervention taken by teachers to address underperformance – supported by middle leaders, pastoral and senior team. 	<ul style="list-style-type: none"> • Extend Y11 Pupil Premium Study Group reach to include non PP vulnerable groups and increase frequency to twice a week until February (once a week when subject intervention begins) • YSIS Maths and English Tuition for Y11 (8h Feb-March) • EAL Study Group from September • Develop resources to teach study skills in Pupil premium Study Groups • Extend range of revision guides provided at KS3 and KS4 • Text message and phone-calls to increase attendance of Pupil Premium parents and carers at Parents' Evenings • Extend CEIAG to include specialist careers guidance for students at risk of NEET 	<ul style="list-style-type: none"> • Introduce enhanced Pupil Premium transition Y6-Y7 • Establish Pupil Premium Champion team to run Breakfast and After-School Clubs • Set up an Eco Laundry to recycle school uniform • Set up Breakfast Club • Introduce Y7 after-school club -enhancement activities to build cross-curricular skills and support friendships • Set up John Muir environmental award for discovering, exploring, conserving and sharing wild space • Extend resources offered for home learning to include a desk and chair • Develop new Student Support Officer role to include enhanced pastoral support for Pupil Premium students • Establish Service Pupil Premium Lead and parent group
Year Two - 2020/21		
<ul style="list-style-type: none"> • As Year One • + CPD for all teachers on achieving maximum impact from Millthorpe's KS3 Curriculum – clear focus on narrowing gaps and maximising potential of <i>all students</i>: <ul style="list-style-type: none"> ○ demonstrate gold standard learning behaviour as described in Millthorpe Going for Gold ○ develop broad subject and general knowledge; ○ develop skills for learning, memory and retention; ○ experience consistent teaching of content and pedagogical approaches; ○ experience challenge and extend their learning beyond simply what is needed to attain qualifications; 	<ul style="list-style-type: none"> • Set up National Tutoring Programme tuition for Y7-Y9 (15 hours for approx. 90 PP students April-June) using COVID-19 DfE funding • YSIS Maths and English Tuition for KS4 (6h Feb-March) • Y7 and Y8 after-school specialist reading and homework support for Pupil Premium students whose reading age is lower than their chronological age but who do not receive SENd support from the Inclusion department • Y9 Study Group (new this year) from November to support homework and promote healthy lifestyle • Y10 Study Group (new this year) from April 	<ul style="list-style-type: none"> • Build on engagement with Pupil Premium parents and carers developed during COVID-19 school closure March-July 2020 by increasing personal verbal communication home • Improve attendance of Pupil premium students by working closely with the Pastoral Team to develop robust and sustainable tracking and intervention systems • Establish a team of post-absence reintegration coaches to support Pupil Premium students on their return to school after absence (short or long)

<ul style="list-style-type: none"> ○ are highly reflective, resilient and determined in their approach to learning; ○ aspire highly for themselves; ○ articulate and demonstrate (in their books/work) their learning journey and progress; ○ are confident in using green pen to: <ul style="list-style-type: none"> ○ respond to targets/ advice; ○ address misconceptions; ○ engage actively in peer and self-assessment to improve their learning; ○ reflect upon their learning in order to consolidate knowledge and understanding and identify gaps; ○ empathise and support others and contribute directly to the inclusive ethos of the school; ○ achieve highly across the full range of qualifications offered to them; ○ enjoy learning and school; ○ move on to the next stage of their education without barriers of attainment or aspiration. ● audit new KS3 curriculum long and medium term plans for development of cultural capital and establish quality assurance through new QA structure from January 	<ul style="list-style-type: none"> ● Develop Y11 Study Group to include small group targeted support for PP SEND students ● Provide Chromebooks for Pupil Premium students in all year groups who do not have access to a device to work on at home (siblings to share) ● Provide Google Classroom follow-up to all Pupil premium families who need support establishing Google Classroom routines 	<ul style="list-style-type: none"> ● Investigate the possibility of creating a Millthorpe allotment to grow food to support families with the cost of living post-COVID-19 and a potential increase in the cost of food post-Brexit
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Year Three 2021/22 (Subject to review – June 2021)

<ul style="list-style-type: none"> ● Teaching priorities for Year Three will be decided during Year Two, based upon Quality Assurance of Teaching and Learning in Year Two 	<ul style="list-style-type: none"> ● Set up Y7 and Y8 Homework Clubs from September to support homework routine and development of healthy lifestyle to support learning and promote wellbeing ● Continue Y9, Y10 and Y11 Study Groups ● Set up a 'Getting ready for College/Sixth Form' programme to support Pupil Premium students in transition from KS4-5 	<ul style="list-style-type: none"> ● Increase the level and reach of financial support for school trips and visits that take place outside of the school day/term so that more Pupil Premium students are able to enjoy new experiences and challenges offered through school (on-timetable educational visits are already fully funded) ● Increase access to all areas of school life such as peripatetic music lessons, concerts, shows, school sports teams, fundraising events etc so that Pupil Premium students feel they are at the very heart of Millthorpe
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