



Pupil Premium Strategy 2019-20

The pupil premium is additional funding allocated to schools to help support disadvantaged students close the attainment gap between themselves and their peers. This funding is allocated to students who are in the categories below. The Pupil Premium Funding Grant for 2019 to 2020 is as follows:

Disadvantaged pupils

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals
- Pupils in years 7 to 11 recorded as Ever 6 FSM
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- 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

Service children

- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence

In 2019-20, 186 students at The Macclesfield Academy meet one or more of these criteria. This equates to 30.7% of our school population.

2018-19 Pupil Premium Budget: £164,378

2019-20 Pupil Premium Spend: £164,405

Priorities and Actions

Following the October 2017 OFSTED inspection, we were required to have a Pupil Premium review conducted by Richard Middlebrook, Headteacher of Alsager School on Tuesday 23rd January 2018 and Wednesday 31st January 2018. This review indicated that we needed to take a more bespoke approach to meeting the needs of our disadvantaged students and look at specific subgroups of students.

Our Pupil Premium strategy for 2019-20 is developed based on the significant progress we made in 2018-19 in a number of areas and is part of a 3 year strategy.

The review outlined a number of areas for development, which, we have prioritised as our next steps. These are:



1. To improve the attendance and reduce the persistent absenteeism of disadvantaged pupils
2. To improve the outcomes in maths & numeracy across the curriculum for our disadvantaged pupils, in particular those achieving grade 5+
3. To reduce the number Fixed Term Exclusions (FTEs) of disadvantaged pupils
4. To improve reading fluency and attainment outcomes in reading through improved quality first teaching (QFT) and targeted interventions
5. Implement effective strategies for improving outcomes for identified sub-cohorts of disadvantaged students

Priority 1 - Improve the attendance and reduce the persistent absenteeism of disadvantaged pupils.

To improve attendance of PP students by :

- Attendance awards to be implemented at strategic points throughout the year prior to September 2019 to motivate and reward students
- Employ Attendance Management officer to target those students that are persistently absent students/hard to reach parents and review those students that are at risk of PA
- Employ pastoral support coordinators to monitor patterns of attendance & intervene with families to secure improvements
- Make effective use of our Information Management System to track key attendance points to enable effective analysis throughout the year to enable tracking & actioning dips in attendance quicker & easier
- Purchase extra SIMs analysis spreadsheet (Genie) to quickly and easily analyse attendance by sub group
- Review and implement (where appropriate) alternative provision package for those PP PA pupils to ensure they are accessing education outside the academy e.g. Project inc., Cre8, Nisai learning.
- Identify and implement Early Help support for families where PP attendance is low in order for them to access the appropriate support
- Parental engagement: Ensure high level of communication with parent's carers for all staff is introduced.

Priority 2 - Improve the outcomes in maths & numeracy across the curriculum for the disadvantaged

To improve the outcomes in maths & numeracy by:

- Employ a Maths Lead Practitioner responsible for the development of teaching and learning within the team and the promotion of numeracy across the Academy focussed on our disadvantaged students.
- Focussed subject enhancement sessions on Tuesday and Wednesday mornings for those PP students targeted 5+. Maths team based will focus on plugging/reinforcing Maths knowledge and extending our HPA PP students.



Quality First Teaching

Each class teacher, over the course of the year, will complete and build upon and intervention sheet for every PP they teach. This will allow us to see what QFT strategies work, and this information can then be passed on to the next teacher in the following year. Proposed in-class QFT strategies will include:

- **Management Strategies** (Revision Techniques; Self-Guided Tasks; Independent Learning)
- **Motivation/Aspiration Strategies** (Links to Careers; Real-Life Applications; Embedding Underlying Maths Skills)
- **Increasing Visual Aids to Support Concepts** (Use of GIFs, GeoGebra, Interactive Displays, Tangibles)
- **Competition Strategies**
- **Growth Mindset** (Language; Effort Rating; Valuing Mistakes; 7 Positive Norms for Maths)
- **Student Specific Strategies** (Homework Club, Seating Plans, Parental Engagement)
- Key students (up to four in each class based upon data) are closely monitored and usually made up of PP students. This process requires teachers to plan interventions and monitor their impact.
- HoD to provide each teacher with a small list of Key Students from each class. These students come from underperforming groups within the class, and therefore are highly likely to hit a large percentage of PP students given the data above. In each fortnightly Subject Team Meeting, certain Key Students are discussed in order to develop and monitor interventions (classroom and department), and to build up a narrative of the students' progress.
- Coaching programme within the department to add PP strategies as a focus (each member of staff has a 1-1 meeting each fortnight with lead practitioner to improve T&L)
- **Personalised Home-Learning** – All Y7-9 students will receive individual home-learning work tailored to their identified needs. The software used will self-mark and provide learning support. Further opportunities are available through research home-learning and homework club
- **Y11 Mentoring** – Key students will be selected to meet with a maths teacher once a fortnight to monitor revision work and progress, and provide an extra level of support and scrutiny

Priority 3 - Reduce the number Fixed Term Exclusions (FTEs) of disadvantaged pupils, in particular repeat FTEs

- Source alternative placements for disengaged PP students that are at risk of permanent exclusion and are not showing signs of improvement irrespective of Academy actions & interventions



- Implement alternative educational off site resources that will enable students to learn off site instead of issuing fixed term exclusions e.g. Nisai learning or Eaton Bank isolation
- Implement an alternative curriculum programme after school for those disengaged PP students that continue to disrupt the running of the Academy (3-5pm)
- Identify those students that are at risk of repeat fixed term exclusion's and/or PE. Target those students for proactive work before exclusion – reports- Sims etc..
- Embed a positive school ethos which promotes positive relationships and behaviours.
- Using our dedicated Aspire centre to support pupils through difficult periods in their lives and/or their reintegration back in the Academy community
- Set up a Refocus room for those SEND students that struggle to focus in and require a alternative to isolation where they can reset, refocus and re-engage with their learning.
- Providing an Internal exclusion provision as an alternative to exclusion that will support the pupils reintegration back in to lesson using restorative justice techniques.
- Employ an additional pastoral support worker to monitor patterns of low engagement in lessons & intervene with families to secure improvements.
- Refocus the work within the Pastoral team to ensure we maximise their time working with the PP cohort
- Implement an effective Rewards system that motivates and engages students to do well in and out of lessons

Priority 4 - To improve reading fluency and attainment outcomes in reading through improved quality first teaching (QFT) and targeted interventions

To improve the outcomes in reading fluency and attainment outcomes by:

- Quality first teaching to ensure that PP children are identified and targeted. Books are identified for priority marking and feedback. Modelling and scaffolding for written work is provided.
- PP children reading below functional English (9.6) and those in receipt of catch-up funding are prioritised for reading interventions including: RSP, Reading Eggs, inference, IDL and guided reading. Primarily focussed on Yr7 and Yr8.
- PP children at KS4 reading below their chronological age are supported to read during form time, English lessons and pathway subjects.
- Reading material is provided to all PP students through a well-stocked library.
- Accelerated Reader and new stock has been purchased to provide a support and engagement for PP children.
- PP writing targets are shared with all members of staff and travel with the student (years 7&8)



- Parental engagement sessions targeted at PP families to support them and accelerate the progress in their child.

Priority 5 - Implement bespoke strategies to overcome barriers to success for specific sub-groups of the disadvantaged cohort that are underachieving

To overcome barriers to success for specific sub-groups by:

- **Transition from Y6 to Y7 – Analysis of CATS, KS2 Scores**
- Target parents for ‘get to you know you’ meeting prior to starting in September
- Ensure that effective strategies are implemented for target students at KS2 to meet/exceed their potential

Use KS2 Question Level Analysis to identify GAPS in students’ knowledge and plan effective targeted interventions to plug

- **KS3- Actions focussed on addressing the Progress GAP of pupils that arrive from a Primary School**
- Compile a definitive list of interventions (menu) taken by the primary schools
- Ensure subject leaders and teachers have a overview in subjects of the Gaps and requirements to fill these GAPS
- KS3 Progress leader to monitor progress after each data grab, plan interventions and review its effectiveness.
- Identify students from the target Primary School and monitor their progress, intervening where appropriate.
- **KS4**
- Identify those students in Year’s 10 & 11 at risk of becoming NEET
- *Y11 PP mentoring programme to target key PP students in form time*

PP students in year 11 with a predicted P8 score <-0.5

- Clear overview in core subjects of the Gaps and requirements to fill these GAPS
- Prioritise this subgroup for staff visits, EWO work and school focus plan from September 2019.
- Priority invitations to parental engagement sessions e.g. parents evening etc..
- **Children Adopted from Care**
- Identify the individual needs of those pupils adopted from care and investigate the appropriate use of Pupil Premium Plus funding to support the pupil’s social, emotional and wider needs.
- Weekly 1-2-1 booster sessions for students aimed a boosting long term memory recall.