

Pupil Premium at Miltoncross Academy

A CASE STUDY

To explore how interventions at Miltoncross Academy are related to our whole school vision for PP students.

To share some examples of interventions that fit into our vision for our inclusive provision and ambition for all students.

To share our evaluation tools for achievement in these interventions and the future planned developments.



Visions and Values of the School

Miltoncross Academy believes inspiration, opportunity and achievement for ALL students.

The non negotiables

- 100% 'buy in' to the vision.
- A no excuse culture for staff and students.
- A sense of collective ambition and accountability.

High quality learning and teaching is our first priority for ALL students

- All SLT have responsibilities in the quality assurance, delivery and development of consistently good or outstanding learning and teaching throughout our school.
- This is our no 1 priority in assuring good progress for our PP students.

38% PP cohort

Increasing % trend on intake annually



OFSTED

OFSTED (May 2014)

- ▶ *'The pupil premium funding is used well to support individual students.'* This is a strength of the school.
- ▶ *'The progress of students eligible for additional funding has improved significantly this year. In 2013, the gap in attainment between these students and their peers was a grade and a half below in English and mathematics at GCSE. This gap is closing rapidly because of the extra guidance they have received.'*

The impact, monitoring and outcomes for PP students has played a pivotal role in the OFSTED outcomes for schools across the country.

The importance of high priority on this agenda can not be underestimated.

Overall Effectiveness

'Pupils and particular groups of pupils have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.' OUTSTANDING

'Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.' GOOD

Leadership and management

'The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.' OUTSTANDING

'The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising, including in English and mathematics.' GOOD

Quality of teaching

'Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. *As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.*' OUTSTANDING

'Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, *disadvantaged pupils* and the most able, make *good progress and achieve well over time.*' GOOD

Achievement of pupils

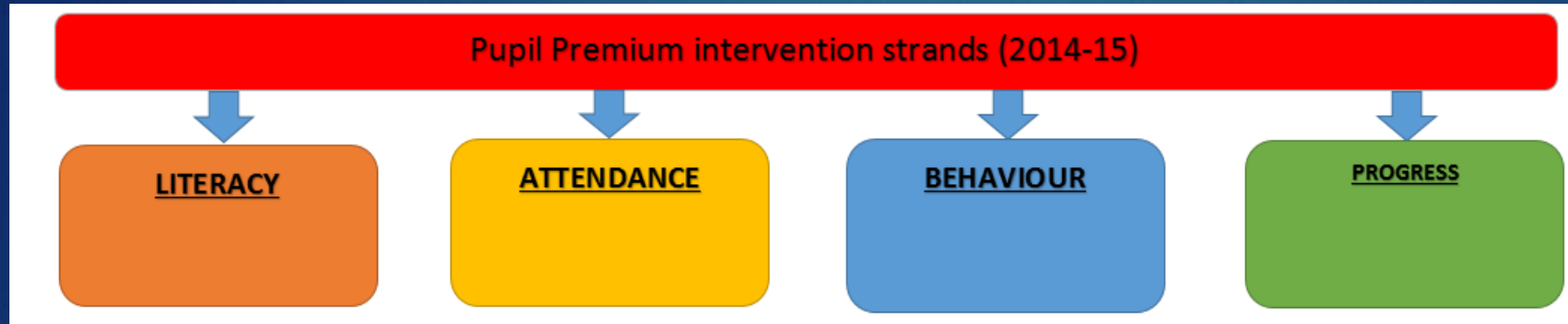
'The attainment and progress of disadvantaged pupils at least match or are rapidly approaching those of **other pupils nationally** and in the school.

Where the attainment of disadvantaged pupils is high, any in-school attainment gaps need not be closing rapidly.' OUTSTANDING

'The attainment and progress of disadvantaged pupils are similar to or improving in relation to those of **other pupils nationally** and in the school.

Where the attainment of disadvantaged pupils is high, in-school attainment gaps may exist.' GOOD

Intervention that enhances good quality L and T



After school programmes	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Arts participation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Aspiration interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months
Behaviour interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Block scheduling	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months
Collaborative learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Digital technology	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Early years intervention	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months



Intervention

Bespoke to the needs of the school

Measurable

Targeted

Good value for money

Evaluated regularly

Data linked

Links to our whole school development plan

The Achievement Centre

PP strands : Behaviour
 : Progress
 : Attendance

Narrowing the Gap trend	OUTLINE	AIMS	SUCCESS MEASURES
<p>PP students were failing to achieve their full academic potential due to poor behaviour, poor attendance and lack of social and emotional skills to be able to cope in mainstream lessons.</p> <p>Many students were accessing external provision particularly at KS4.</p> <p>Behaviour incidents and exclusions were significantly higher for PP students comparatively with nPP students.</p>	<p>The Achievement Centres (KS3 and KS4) provides academic programmes and support packages for PP students who struggle to access the mainstream curriculum due to behavioural, social or emotional difficulties.</p> <p>Students are of mixed academic ability on KS2 baseline.</p> <p>KS4 – 13 PP students (10% PP Cohort) KS3 – 15 PP students (9% PP Cohort)</p>	<p>To provide students with the skills they need to access and be successful in mainstream education.</p> <p>To improve academic outcomes and Post 16 pathways for students who access the facility.</p> <p>To work with students and parents to improve attendance and behaviour.</p> <p>To reduce exclusions and behaviour incidents with students who access the facility.</p>	<p>Improved attendance to school.</p> <p>Improved KS4 academic outcomes at both 5A*-C EM and Capped 8 measures.</p> <p>Reducing exclusion trends in A/C pupils at KS3 and 4.</p> <p>Students at KS3 are given the skills to be able to reintegrate into mainstream lessons and make better progress.</p> <p>Low NEET figures</p>



What do we provide?

- 3 specialised staff who work across both centres.
- An integrated curriculum programme at KS4 and a full time Achievement Centre curriculum package at KS4 including a range of off-site vocational qualifications and opportunities where needed.
- KS3 integrated curriculum programmes which develop skills to increase provision in the mainstream.
- 1:1 mentoring programme for referred students at KS3 and KS4
- Fully resourced centres with ICT access



Improving academic outcomes

	Average no of qualifications	5A*-G EM	Post 16 Provision
Class of 2013 - 2014 (PP A/C)	5	71%	86%
Class of 2015 (Projected)	7	100%	100%

Improving attendance

Upwards trends in attendance	KS3 A/C Pupils	KS4 A/C Pupils
Attendance improvers 2013 – Year to date	63%	60%



Reducing exclusions

	KS3 A/C Pupils	KS4 A/C Pupils
2013 – 2014 Term 1	5 pupils (14 sessions)	5 pupils (26 sessions)
2013 - 2014 Term 2	5 pupils (26 sessions)	4 pupils (10 sessions)
2013 - 2014 Term 3	3 pupils (14 sessions)	1 pupil (4 sessions)
2014 – 2015 (Year to date)	2 pupils (12 sessions)	0 pupils

Narrowing the gap in sanctions

	KS3	KS4
2014 -15 Whole school	2.86	4.36
2014 – 2015 Achievement Centre	17.2	10.5



Future developments

- ▶ Continue to develop different curriculum options through our KS4 achievement centre to provide the best outcomes for students.
- ▶ To develop further early intervention programmes at KS3 to support improving behaviour trends in our PP cohorts.
- ▶ Further work to narrow the gap on sanctions in lessons particularly at KS3.
- ▶ To ensure that students access high quality teaching and learning consistently – continued emphasis on quality assurance of our alternative provision.



New developments - The Focus Centre

PP strands : **Literacy**
 : **Progress**
 : **Attendance**

Narrowing the Gap trend	OUTLINE	AIMS	SUCCESS MEASURES
<p>Low literacy has been identified as a barrier to progress for PP students at KS3 and KS4</p> <p>It was identified that our PP cohorts had average gaps ranging between 6 -18 months in reading ages compared to nPP students.</p> <p>This was a barrier to progress in KS4 preventing some students being able to access the literacy required in GCSE papers (Av Age 13.5)</p>	<p>The Focus Centre (KS3 and KS4) provides literacy and reading recovery programmes to PP students who have a reading age up to 2 years below their chronological reading age.</p> <p>Programmes are tailored to ability and key stage.</p> <p>The centre also provides 1:1 tuition and catch up for a range of subjects at KS4 including Maths. It also provided bespoke packages and tuition for students who are poor attenders.</p> <p>KS4 – 54 pupils (40%) KS3 – 68 pupils (41%)</p>	<p>To provide students with the reading and literacy skills they need to access and be successful in lessons</p> <p>To improve academic outcomes at KS4 for PP students</p> <p>To provide early intervention at KS3 to develop reading and narrow the gap early.</p> <p>To provide a focused and well resourced environment for PP students to access intervention and enrichment activities.</p>	<p>Improved KS4 academic outcomes at both 5A*-C EM and Capped 8 measures.</p> <p>To narrow the gap in reading ages between 1)PP and nPP students 2)PP students and their chronological reading age</p> <p>To developing a culture of reading for PP students</p> <p>To provide poor attending students with catch up opportunities when reintegrating into school</p>



Evaluation

Impact plan with termly review – sits alongside our school development plan.

Evidence reports by SLT leads in our 4 strands and intervention leaders termly.

Regular meetings with intervention leaders and quality assurance to ensure high quality intervention is being provided.

Data capture analysis and new interventions developed as indicated through data trends (Progress, behaviour, attendance, effort data)

Allocated subject staff responsible for evaluating and addressing data trends in their department

