

Pupil Premium Grant Expenditure Report

Our plans for 2021 -2022

Our priority is to maintain our focus on the attendance, progress and attainment of students from low income families.

We believe that the best way to 'close the gaps' is to focus on whole school improvement. Better teaching, better leadership, better support, better assessment etc. for all learners will enable every student to thrive regardless of starting point or background. The PP expenditure plan is there inextricably linked to whole school plans and ambitions.

In 2015 the school established a new 'Vulnerable Students Leadership Team' comprising key senior and middle leaders, tasked with improving all aspects of the school experience in order to raise attendance and outcomes for all disadvantaged students. The structure of this group is currently being reviewed as outcomes for disadvantaged learners are not improving rapidly enough under the current model.

The government allocated grant for 2021-2022 is £266,130, based on 248 eligible students and distributed at £955 per FSM Ever 6 student (FSM – Free School Meals), £2,345 LAC (Looked after Child), and £310 per Service Children (parent in Armed Forces) student. In addition the school received a further £35,670 COVID recovery premium funding. This is allocated within our PP expenditure. Our plans include:

Item	Year Group	Expenditure
Pastoral Support - 6 x pastoral managers £34,784 x 6 = £208,704 – 70% of time. Through COVID lockdown focus was on PP families	Y7 - 11	£146,092
HLTA's to work with students - 3 x HLTA's @ £27,149	Y7 - 11	£81,447
Inclusion and resources to enable students to access the curriculum	Y7 – Y11	£7,500
Attendance officer to work with Pupil Premium students to improve attendance (50% of their time)	Y7 - 11	£10,750
School Counselling	Y7 - 11	£32,144
Tutoring to support PP students	Y7 - 11	£3,200
Art Therapy	Y7 - 11	£1,800
Music Therapy	Y7 - 11	£3,600
Inclusion and resources to enable students to access the curriculum (art kits, food ingredients / revision guides)	Y7 - 11	£4,000
Brilliant Club	Y7 - 11	£4,080
TLR for staff member to support with Literacy	Y7 - 11	£4,781
Contributions to residentials and school trips to ensure PP students can attend	Y7 - 11	£5,000
Requests from parents for support from PP (Swimming lessons, music lessons)	Y7 - 11	£1,500
Transport for students to access alternative provision	Y7 - 11	£3.600
Laptops for students to access the curriculum	Y7 - 11	£1,800
Total		£311,294

Pupil Premium Strategy Planning Feb 2020

What do we know?

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| <p>1) The VSLT model has not worked. Too many leaders, too much talking, not enough account taken of the actual experience of learners.</p> <p>2) Future actions need to be limited in range but deep ie 'do a few things well'</p> <p>3) All staff have a part to play in the PP strategy, but specific responsibilities will change over time. Eg class teachers are used to focussing their efforts on KS4 PP.</p> | <p>4) The main barriers to overcome are:</p> <p style="padding-left: 20px;">A) Aspiration</p> <p style="padding-left: 20px;">B) Literacy</p> <p style="padding-left: 20px;">C) Attendance</p> <p>5) We need to prioritise KS3. Last minute quick fixes in Years 10 and 11 do not work.</p> |
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Any future plan will be closely connected to the TLR Structure review, any increases in funding and the development of the curriculum

Proposal

<p>NEW ROLE: Pupil Premium Champion</p> <p>TLR 2c (Ec.7,000) with 10 additional lessons non-contact</p> <p>Core function</p> <ol style="list-style-type: none"> 1) To ensure that 'the school' has a comprehensive understanding of the barriers that face every individual KS3 PP student, starting in Year 6. 2) To lead the work on raising the attendance of all PP learners 3) To ensure every KS3 PP learner has a named person who seeks to address these barriers, ranging from very light touch through to specific and wide ranging interventions. The Champion will ensure the right level of support is in place at the right time for each PP learner 4) To lead and manage a one-term mentoring scheme for all Year 7 PP learners, to be extended for some Year 7 students and for specific Year 8/9 students where needed. 5) To monitor existing school data (attendance, effort, sanctions etc) and ensure the right colleagues have the right information to hand 6) To evaluate progress and report to SLT and Governors as required 	<p>Existing Role: DHT Curriculum</p> <ol style="list-style-type: none"> 1) To ensure that the school curriculum meets the needs of all learners 2) To ensure that all learners, especially PP students, have access to high quality careers education
<p>Existing Role: DTLs and CLs of each faculty/subject area</p> <ol style="list-style-type: none"> 1) To ensure the curriculum meets the needs of all learners and that all teachers enable all learners to access it 2) FOR KS4 - to ensure teachers assume a greater responsibility for the progress of KS4 learners 	<p>Existing Role: DHT Quality of Education</p> <ol style="list-style-type: none"> 1) To ensure that the school's CPD and Quality assurance programme address the issue of non-engagement/non-completion of work for PP learners 2) To ensure that feedback in lessons is effective for all learners
<p>Existing Role: Senior Assistant Headteacher</p> <p>Change the remit of this role to enable a much greater focus on whole school literacy development, working with...</p>	<p>Existing Role: DHT Character education</p> <ol style="list-style-type: none"> 1) To ensure that the school's ethos, rewards and sanction system meets the needs of all learners 2) To ensure that the PSHEE curriculum and the work of form tutors supports the needs of all learners 3) To ensure that the pastoral team deliver on the support for PP learners needed as identified by the PP Champion
<p>Existing Role: HOY and PM</p> <p>Work closely with the PP Champion to deliver the support needed for PP learners. HOY/PM Year 10/11 to assume greater responsibility for the progress and attendance of PP learners.</p>	<p>NEW ROLE: Literacy Lead, TLR 2B (c.£4,500) with 4-6 lessons additional non contact</p> <p>Core function - to co-create and deliver the literacy action plan</p>

Review of Impact - KS4 Data as of September 2017-2019 and 2022

Grade 4+ English and Maths	2017	2018	2019	2022
Other	81%	81%	84%	87%
Disadvantaged	56%	61%	50%	55%
National Disadvantaged	43%	45%	45%	48%

Grade 5+ English and Maths	2017	2018	2019	2022
Other	59%	59%	63%	63%
Disadvantaged	34%	29%	32%	37%
National Disadvantaged	24%	25%	25%	29%

Attainment 8	2017	2018	2019	2022
Other	53.8	52.1	53.8	57.47
Disadvantaged	42.1	39.5	37.9	38.6
National Disadvantaged	41.1	38.5	36.7	37.5





Progress 8	2017	2018	2019	2022
Disadvantaged	-0.33	-0.60	-0.71	-0.46
National Disadvantaged	-0.38	-0.38	-0.45	-0.55

No data has been presented for 2020 and 2021, due to the cancellation of formal public exams and the use of CAGs/TAGs.

KS4 Data 2022

Academic outcomes for 2022 showed a significant improvement in the performance of disadvantaged learners at our school.

Furthermore, national and local data shows that disadvantaged learners at Marple Hall School are performing better than similar cohorts elsewhere. We are not complacent and aim for there to be no gap between disadvantaged and non-disadvantaged in our school.

Estab No.	Estab. Name	Avg. Score
-	NCER National	-0.03
	Disadvantaged	-0.55
	Non Disadvantaged	+0.16
-	Local Authority - Stockport	+0.02
	Disadvantaged	-0.66 
	Non Disadvantaged	+0.20 
4037	Marple Hall School - A Specialist Language College	+0.28 
	Disadvantaged	-0.46 
	Non Disadvantaged	+0.40 