



**Maharishi School**

**Pupil Premium Strategy 2016-2017**

## **2016/2017 Pupil Premium Strategy**

### **Background**

Pupil Premium is a Government initiative which was first introduced in April 2011. The school receives funding each financial year from the DfE, with the amount determined by the number of students receiving free school meals (FSM) in the last 6 years, those who are looked after in the care of the local authority or are from military families. The funding is provided to ensure that these students are not disadvantaged in any way and receive the necessary support to achieve their full potential.

The DfE has given us the freedom to use the Pupil Premium grant as we see fit, based on our knowledge of our pupils' needs. However, we are accountable for the use of this additional funding. The use of Pupil Premium funding is targeted to support a wide variety of highly effective support and intervention strategies.

### **The purpose of the Pupil Premium Strategy**

In England and Wales, statistics indicate that there is a significant gap in the academic performance of pupils who receive free school meals (and/or who are looked after) and those who are not. On average, they underperform academically compared to their peers.

At Maharishi School we are committed to systematically developing the full potential of every student. We believe that the difference between success and failure comes from dedication, a thirst for knowledge and a commitment to learning. We aim to support and encourage all of our pupils to succeed to the best of their ability regardless of their individual starting points

In addition to quality first teaching we aim to raise achievement and narrow the gap between disadvantaged pupils and their peers through effective deployment of our main budget and the additional funding available to Pupil Premium eligible pupils.

### **Maharishi School's Pupil Premium Profile for 2016/2017 (based on October census figures - 194 pupils)**

	Total number of pupils	% of year group
Reception	2	13.33
Year 1	2	11.11
Year 2	6	33.33
Year 3	6	35.29
Year 4	2	11.11
Year 5	5	27.78
Year 6	4	22.22
Year 7	8	47.06
Year 8	3	25.00
Year 9	6	33.33
Year 10	3	27.27

Year 11	3	21.43
Total/Average	50	25.77

### **Barriers to Learning**

Typical barriers within our current cohort include the following:

- lack of self-esteem or confidence
- negative personal experiences of learning
- special educational needs
- behavioural difficulties
- emotional difficulties
- social difficulties

The list below illustrates how we intend to use the following funding throughout the next financial year. This list is by no means exhaustive. This grant has been used to either expand existing initiatives or to fund new strategies to provide support, intervention and enrichment activities.

**In 2016/2017 we have planned to spend the funding on the following:**

**For this year it is anticipated that we will receive £62,450, based on 47 pupils, although there will be 50 eligible for PPG, (value £66,410). The anticipated expenditure figures below reflect the 50 pupil value - 119.31% as follows:**

### **Intervention**

**£20,600 (31.02%)**

Lunchtime Booster classes for Year 6 English	<i>To boost the pupils' reading comprehension and SPAG skills, this will also help prepare them further for SATs</i>
After school Booster classes for Year 6 Maths	<i>To boost the pupils Maths skills, this will also help prepare pupils further for SATS</i>
Art Therapy group for KS1-3	<i>To provide additional time &amp; opportunities to discuss issues of concern in very small groups. Boost the children's confidence and self-esteem</i>
Lego Group for KS2	<i>For pupils to work together as a team to assemble the project with an emphasis on verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking (switching roles during the task)</i>
Social Skills group for KS3-4	<i>To help pupils who struggle with social communication and teach them the skills to communicate effectively</i>
Beat Dyslexia for KS1-4	<i>To support children with dyslexic type difficulties to develop skills in reading, writing and spelling</i>
Toe by Toe for KS2	<i>To support children with dyslexic type difficulties to develop skills in reading, writing and spelling</i>
Maths intervention for KS1-4	<i>To identify and close the gaps in individual pupils' Maths knowledge in small group sessions</i>

**Attendance/Lateness** **£4032 (6.07%)**

Additional resources allocated to rigorously address attendance/lateness issues; particularly to work with families whose children have poor attendance, including home visits and pupil collection as necessary.

*To target pupils whose education, and consequently life chances, are compromised due to poor attendance at school.*

**Weekend/Holiday Schools** **£600 (0.90%)**

Provide support and intervention for Year 11 pupils during weekends and holidays. Subject specialists delivered bespoke sessions for identified pupils.

*To provide additional teacher time for focused interventions in order to boost success in GCSE outcomes*

**Transport/ Uniform** **£740 (1.11%)**

In exceptional circumstances funding may be used to provide transport for pupils who may not otherwise be able to stay after school to receive additional support. For example Homework Clubs.

Transport between sites may be subsidised for pupils in receipt of PP funding.

In exceptional circumstances uniform may be provided free of charge.

*To provide equal opportunities*

**Staffing** **£51,000 (76.8%)**

Payment for staff training in relevant areas of pupil support, intervention and curriculum development.

*To ensure that all support and intervention is effective and contributes to increased progress and attainment*

Increased time with pupil development consultants for pupils in receipt of PPG.

Health & Wellbeing mentors.

*To support pupils in their general wellbeing*

Increased teacher and TA time for pupils in receipt of PPG with identified additional needs in addition to costs related to smaller class sizes compared to most other school settings.

Payment of Inclusion Officer salary.

*To close the gap between disadvantaged and non-disadvantaged pupils within the school*

**Homework Clubs/Projects** **£250 (0.38%)**

Provide after school support sessions for KS3 & KS4. This will be staffed by a specialist TA.

*Dedicated time, space & support for homework sessions*

**Contributions to individual needs****£480 (0.72%)**

Contributions are made on an individual basis in order to prevent and break down any barriers to learning.

**Study Skills****£1,530 (2.3%)**

Secondary phase assemblies and targeted group sessions focusing on Study Skills.

Subsidise the cost of revision materials at KS4.

Chromebooks to take home for free (normally charged for)      *To provide equal opportunities and close the gap between disadvantaged and non-disadvantaged pupils*

We will measure the impact and effect of 2016-17 Pupil Premium expenditure through the results of the PASS survey and our own internal Pupil Attitudes survey, in addition to measuring pupil progress against CAT scores and KS1 and KS2 SATS.

The next Pupil Premium strategy review will take place in September 2017.

**Maharishi School's Pupil Premium Profile for 2015/2016 (based on January census figures - 193 pupils)**

	Total number of pupils	% of year group
Reception	2	11.11
Year 1	3	18.75
Year 2	7	39.00
Year 3	3	18.75
Year 4	5	27.78
Year 5	4	22.22
Year 6	6	33.33
Year 7	3	17.65
Year 8	5	31.25
Year 9	2	15.38
Year 10	2	13.33
Year 11	4	26.67
Total/Average	46	23.35

**In 2015/2016 the funding was spent to support the following:**

**Intervention**

**£18,486 (29.27%)**

Targeted teacher interventions.

TA extra support interventions.

1-1 tutoring for identified pupils in KS4.

*To identify and close the gaps between expressed ability and attainment*

Art Therapy group for KS1-3

*To provide additional time & opportunities to discuss issues of concern in very small groups and to boost confidence and self-esteem*

Beat Dyslexia for KS1-4

*To support children with dyslexic type difficulties to develop skills in reading, writing and*

*spelling*

Toe by Toe for KS2

*As above*

Maths intervention scheme for KS1

*To close them gaps between ability and attainment*

**Transport/ Uniform**

**£651 (1.04%)**

Subsidised transport between sites for pupils in receipt of PP funding.

Transport costs for out of hours school trips and residentials.

*To provide equal opportunities*

**Staffing**

**£50,042 (80.07%)**

Payment for staff training in relevant areas of pupil support, intervention and curriculum development.

*To ensure that all support and intervention is effective and contributes to increased progress and attainment*

Increased time with pupil development consultants for pupils in receipt of PPG.

*To support pupils in their general wellbeing*

Increased teacher and TA time for pupils in receipt of PPG with identified additional needs in addition to costs related to smaller class sizes compared to most other school settings.

Payment of Inclusion Officer salary.

*To close the gap between disadvantaged and non-disadvantaged pupils*

Adoption training for primary and secondary phase staff

*To enable staff to support pupils' social and emotion emotional wellbeing*

## **Contributions to individual needs**

**£360 (0.58%)**

Contributions are made on an individual basis in order to prevent and break down any barriers to learning.

## **Miscellaneous**

**£1550 (2.48%)**

Contribution to GL standardisation testing subscription.

*To identify discrepancy between expressed ability and attainment in order to deliver targeted interventions*

## **Impact 2015/2016**

We had 14 PP pupils in Y7 -11 in 2015/16 all with CAT scores.

Measuring their outcomes against CAT score expectations:

- Over all subjects they were 0.7 of a grade above their CAT score expectations
- In Maths they were 0.6 of a grade above their CAT score expectations
- In English they were 0.1 of a grade above their CAT score expectations (based on 13 pupils)

In conclusion our interventions in Y7-11 have been effective in enabling pupils to achieve according to their expressed ability.

We had 16 PP pupils in Y3 -6 in 2015/16 and 15 have prior KS1 scores.

Measuring their outcomes against KS1 score expectations, assuming a KS1 score of 2B is the expected standard, where the expected standard means the percentage meeting or exceeding a new KS2 test score of 100 or more:

- In Reading, 2 pupils were below KS1 score expectations and 13 were the same
- In Writing, 2 pupils were below KS1 score expectations, 1 was above and 12 were the same
- In Maths, 6 pupils were below KS1 score expectations and 9 were the same

These findings have resulted in an increase in Maths intervention across KS1-KS2 in 2016-17 with particular focus on KS2 Maths.