



Maharishi School
Pupil Premium Strategy
2020-2021

2020/2021 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, or have been, 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 2020/2021 (based on 14th September 2020 pupil figures - 213 pupils)

	Total number of pupils	% of year group
Reception	0	0%
Year 1	1	6.3%
Year 2	1	5.6%
Year 3	0	0%
Year 4	4	22.2%
Year 5	1	5.6%
Year 6	7	38.9%
Year 7	4	22.2%
Year 8	1	5.6%
Year 9	4	22.2%

Year 10	4	23.5%
Year 11	4	23.5%
Total/Average	31	14.6%

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.

For this year it is anticipated that we will receive £49,488.00 based on the 31 eligible pupils. We have planned to spend the funding on the following:

Intervention

£5939 (12%)

Reading/Writing booster classes for year 6 English	<i>To boost the pupils' reading comprehension, writing skills and SPAG skills; to prepare them further for SATs</i>
Maths booster classes for year 6	<i>To boost the pupils' problem solving, reasoning and general maths skills and ; to prepare them further for SATs</i>
Lunchtime SPaG booster for year 6	<i>To boost the pupils' spelling, punctuation and grammar; 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>
Social Skills group for KS3-4	<i>To help pupils who struggle with social communication and teach them the skills to communicate effectively</i>
Family Support Worker	<i>To support pupils to overcome barriers to learning through 1-1 and group interventions</i>
IDL online dyslexia/literacy resource KS1-4	<i>To support children with dyslexic type difficulties to develop skills to increase their reading & spelling age</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>
English intervention for KS1-4	<i>To identify and close the gaps in individual pupils' English knowledge in small group sessions</i>
Class Action Plans EYFS, KS1-2	<i>To identify underperformance and track interventions and pupil progress</i>
Student Support Plans KS3-4	<i>To identify additional needs and to track interventions and pupil progress</i>

Attendance/Lateness **£2726.5 (5.51%)**

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 **£173 (0.35%)**

Provide support and intervention for year 11 pupils during weekends and holidays. Subject specialists deliver bespoke sessions for identified pupils. *To provide additional teacher time for focused interventions in order to boost success in GCSE outcomes*

Transport/ Uniform **£100 (0.2%)**

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, uniforms may be provided free of charge.

Staffing **£38,601 (78%)**

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.

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

Standardised testing, used for all pupils, but of particular relevance to pupils in receipt of PPG in identifying both their strengths and weaknesses in order to better target support and interventions where necessary.

Homework Clubs/Projects

£247.50 (0.5%)

Provide support sessions for KS3 & KS4. This will be staffed by a teacher.

Dedicated time, space & support for homework sessions

Contributions to individual needs

£495 (1%)

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

Study Skills

£1206 (2.44%)

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

Total

£49,488.00

We will measure the impact and effect of 2020-21 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 2021.

Maharishi School's Pupil Premium Profile for 2019/2020 (based on 20th September 2019 pupil figures - 208 pupils)

	Total number of pupils	% of year group
Reception	0	0%
Year 1	2	11.1%
Year 2	2	14.3%
Year 3	4	23.5%
Year 4	1	5.9%

Year 5	5	29.4%
Year 6	5	27.8%
Year 7	3	16.7%
Year 8	4	22.2%
Year 9	6	35.3%
Year 10	3	16.7%
Year 11	6	33.3%
Total/Average	41	19.7%

In 2019/2020, a total of £66,456.61 was spent, 100.78% of the £65,938.75 funding was spent to support the following:

Intervention

£6957.41 (10.55%)

- Reading Booster classes for year 6 English *To boost the pupils' reading comprehension and SPAG skills; this will also help prepare them further for SATs*
- Lunchtime SPAG Booster classes for Year 6 *To boost the pupils' reading comprehension and SPAG skills, and to prepare them further for SATs*
- After school Booster classes for Year 6 maths *To boost the pupils maths skills, and to prepare pupils further for SATS*
- Social Skills group for KS3-4 *To help pupils who struggle with social communication and teach them the skills to communicate effectively*
- Family Support Worker *To support pupils to overcome barriers to learning through 1-1 and group interventions*
- IDL online dyslexia/literacy resource KS1-4 *To support children with dyslexic type difficulties to develop skills in reading, writing and spelling*
- 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 *To support children with dyslexic type difficulties to develop skills in reading, writing and spelling*
- Maths intervention for KS1-4 *To identify and close the gaps in individual pupils' Maths knowledge in small group sessions*
- English intervention for KS1-4 *To identify and close the gaps in individual pupils' English knowledge in small group sessions*
- Class Action Plans EYFS, KS1-4 *To identify underperformance and track interventions and*

Attendance/Lateness **£5373.40 (8.15%)**

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 **£140 (0.21%)**

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 **£78 (0.12%)**

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, uniforms may be provided free of charge.

To provide equal opportunities

Staffing **£51148.07 (77.57%)**

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.

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*

Standardised testing, used for all pupils, but of particular relevance to pupils in receipt of PPG in identifying both their strengths and weaknesses in order to better target support and interventions where necessary.

Homework Clubs/Projects **£199.93 (0.3%)**

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

Dedicated time, space & support for homework sessions

Contributions to individual needs

£820.80 (1.24%)

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

Study Skills

£1739 (2.64%)

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.

Total

£66,456.61

Impact 2019/2020

Impact data has been taken from the spring 2020 internal data collection and does not reflect any disadvantage incurred due to individual circumstances during the school closure from March - July. Whilst our internal data collection is a projection of what a pupil is most likely to achieve at the end of the school year, it is possible that a pupil could have achieved higher or lower than teacher predictions had school continued throughout the spring and summer terms.

Impact 2019/2020 secondary

We had 16 PP pupils in Y7 -10 in 2019/20 all with CAT scores.

Measuring their outcomes against CAT score expectations:

- Over all subjects, most pupils achieved as expected or better according to their CAT score expectations
- In maths they were 0.8 of a grade above their CAT score expectations
- In English they were -0.5 of a grade below their CAT score expectations

- PP GCSE results have been redacted as there was only one pupil

To measure the impact of the recent school closure, we will assess the level of all pupils, including PP pupils, during the autumn term and will implement appropriate interventions using the government's catch-up funding. We will continue to focus on raising standards for PP pupils in all areas with a particular focus on English language and maths.

Impact 2019/2020 primary

We had 15 PP pupils in Y3-6 in 2019/20 and all pupils have prior KS1 scores.

Measuring their outcomes against KS1 score expectations, using the 2019 national methodology:

- In reading, 19% were below KS1 score expectations, 31% were above and 50% were the same
- In writing, none were below KS1 score expectations, 12.5% were above and 87.5% were the same

- In maths, 12.5% pupils were below KS1 score expectations, none were above and 87.5% were the same
- In KS2 SATS, 3 of the 4 PP pupils passed in reading (75%), 3 of the 4 passed in maths (75%) and 1 out of 4 passed in writing (25%).
- All pupils achieved equal to their KS1 predictions with one pupil achieving greater than the prediction in reading.
- Progress measures show that there was no difference between PP pupils and all pupils in reading. Progress in writing and maths was lower for PP pupils than all pupils; although all of the measures were within the confidence interval (plus the floor and coasting measures for all pupils)
 - writing: PP = -2.26; all = -0.77
 - maths PP = -4.59; all = -1.84

The improvement of outcomes in maths remains a focus across the primary phase, as does improving writing outcomes. Maths and writing for the new Y6 (2020-2021) pupils will remain a focus, based on their Y5 spring data 2020, which shows that 40% of the eight pupils were working below their CAT scores; however, the data looks more favourable when making a comparison with their KS1 scores where all of the seven PP pupils are equal to or above their KS1 data in writing and only one of the seven is working below in maths.

The maths subject lead will continue to disseminate practices developed during an external CPD course in 2019-2020 and we have introduced additional weekly maths intervention sessions for the year 6 class. Additional, more rigorous, writing moderation will continue across the primary phase.