



The Magna Carta School

PUPIL PREMIUM STRATEGY AND IMPACT REPORT

YEAR 7 CATCH UP FUNDING REPORT

2020-2021

1. Summary Information					
School	The Magna Carta School				
Academic Year	2020-2021	Total PP Budget	£174,765	Date	November 2020
Total Number of Students	1171	Total Number Eligible for PP	188	Date of next internal review	September 2021
	Year 7	Year 8	Year 9	Year 10	Year 11
FSM	37	31	23	22	17
PP	53	36	39	31	29

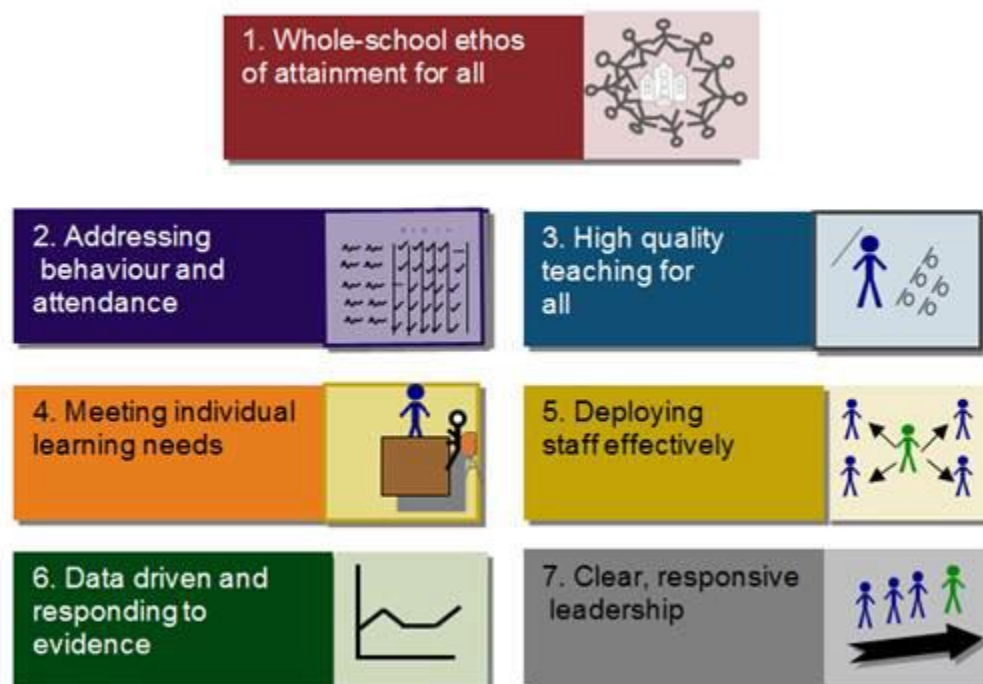
2. Current Attainment Headlines: see page 8

3. Barriers to Educational Attainment and Achievement (for pupils eligible for PP including high ability)	
A.	Attendance rates for PP are lower and lates higher on average across whole school
B.	Literacy skills on entry are lower for PP students eg. of those with KS2 scores, 51% of Y7 PP 2019 (2024 Cohort) KS2 scores below 100 in both Reading and GPVS English vs 12% for non-PP
C.	Attitude to learning & social interaction impacts negatively on engagement and progress
D.	Parental engagement is lower on average for PP students

At The Magna Carta School we are committed to supporting all our students, enabling them to achieve their full potential in all areas of school life, and believe that their progress should not be hindered by the circumstances of background. Research shows that disadvantaged young people tend to make less progress in school compared with their peers, and since 2011 the government has allocated Pupil Premium funding to schools to address this. The grant is provided to schools to close the attainment gap and those eligible are:

- Students entitled to free school meals (FSM),
- Students that have been entitled to FSM during the last six years (Ever6),
- Children in care or looked after (LAC)
- Children who have left care (post-LAC) due to adoption, a special guardianship order, a child arrangements order or a residence order
- Services children.

In 2015, the National Foundation for Educational Research (NFER) identified seven building blocks for interventions to raise the attainment of disadvantaged children. They are:



Source: NFER Research 2015

These building blocks underpin the principles with which we support our students. We believe that focusing on the importance of attendance and prioritising high quality teaching across the school, with an increased profile for disadvantaged students, reinforces the ethos of 'attainment for all', while also recognising that some disadvantaged students may need more support than others. Our Middle Leadership team was restructured with this in mind, so that there is now a Pastoral Lead and a Progress Lead supporting each cohort, working together to address needs and support students. We use the Pupil Premium funding to support whole-school initiatives as well as specific, smaller intervention programmes, to continue to drive the whole school culture of aspiration and attainment for all. This approach is supported by Education Endowment Fund findings, acknowledging that while there is a *"...place for targeted support, but high-quality-first teaching is the most powerful driver of educational equity. ...evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged."* [Sir Kevan Collins, Chief Exec of the EEF, TES – October 2018]

To address the impact of lower literacy skills, this year we have appointed a primary-trained Literacy and Numeracy Intervention teacher, working with students in Years 7 and 8. Part of the role is to deliver English and Maths lessons to a small cohort of Year 7 students to enable them to make more rapid progress in these areas, in addition to small group interventions for identified students. The PSHE Co-ordinator has introduced a whole school reading session during PSHE lessons and tutor time to model reading skills and broaden opportunities for discussion, aiming to improve the 'Literacy Cultural Capital' which is often missing for disadvantaged students. The Progress and Pastoral Lead teams work with disadvantaged students and implement strategies and initiatives, including meeting with all PP students one-to-one and in small groups across all cohorts, and providing curriculum activities, to increase engagement. In addition, three members of staff are taking part in a literacy impact programme this year.

4. Planned Expenditure 2020-2021			
		Budget:	£174,765
Item	Focus	Cost	Target Barrier
Progress and Pastoral Support	Supporting teaching & learning staff costs including Associate Assistant Head Pastoral, Progress Leads x 5, Pastoral Leads x 5, Pastoral Support Team; Learning Support Dept interventions including Units of Sound	£115,000	A, C, D
Curriculum Support	Staffing for Options subjects: subjects run with smaller classes in Y9-Y11 to enable continuation of broad and balanced curriculum Primary-trained Literacy & Numeracy Intervention Teacher	£20,000	B, C
G&T Co-ordinator	Working with G&T and More Able to provide greater breadth of opportunities to extend learning and engagement	£2,500	A, C
Homework Club/Learning Resource Centre	Staffing to enable Learning Resource Centre to be open after school for homework and extended learning	£3,000	B
Wellbeing/Pastoral Support Counsellor	Remove barriers to learning for students with ongoing social/emotional difficulties	£3,000	A, C
Alternative Provision	Including college provision, A2E, NWS Short Stay School	£2,000	C
Pupil Premium Fund	Including support for trips, uniform, travel	£4,750	All as needed
Revision & Study Skills Progress Intervention	Workshops including Thinkers in Education, Resilience Doughnut, Learning Performance; Faculty bids	£9,000	B
Attendance Support Strategies	Including Resilience Doughnut Training for key staff and externally run sessions for parents	£6,500	A, C, D
Literacy Intervention Strategies & Support	Including Literacy Across the Curriculum programme resources; PSHE associated literacy resources; EAL Flash Academy programme	£5,500	B, C
Support & Reward Programmes	Progress Lead Breakfast Home Learning Clubs; Progress/Pastoral prizes eg Amazon vouchers; Progress Badges	£3,750	A, B, C
TOTAL:		£175,000	

Pupil Premium Review 2019-2020

Summary Information Academic Year 2019-2020					
Total Number of Students	1203	Total Number Eligible for PP	207	Total Number FSM	116
	Year 7	Year 8	Year 9	Year 10	Year 11
FSM	30	20	24	19	23
PP	46	41	42	36	42

One of the key barriers to achievement and progress for our PP students is attendance, which is consistently lower on average compared to non-PP. Where attendance of PP students was 95%+ students achieved in line with or exceeded expectations and progress of non-PP students of similar ability profiles. Training took place with the aim of increasing student resilience, working in conjunction with the Resilience Doughnut programme, where members of the Pastoral Team trained as facilitators, with a specific focus on PP students. The Pastoral Team also organised a resilience transition programme based on Resilience Doughnut work, designed for parents of disadvantaged students; this was followed up with a Resilience Doughnut parents' evening early in the Spring term. Attendance in 2019-2020, prior to national lockdown, was affected by attitudes to Covid, particularly in half term 4 where the drop was disproportionate to non-PP, which remained relatively stable in each cohort.

The focus continues to be on quality-first teaching for all, based on the Education Endowment Fund research which states that *“good teaching for all pupils will especially benefit the most disadvantaged”* and is the basis of education equality. The progress of PP students remains a focus of data review meetings and the data supports the fact that when attendance improves, our disadvantaged students make progress in line with non-disadvantaged peers. In July, an Associate Assistant Head with responsibility for working individually with disadvantaged students was appointed from September to ensure that students are fully supported in engaging with school and making progress.

A review of expenditure 2019-2020 and summary of attainment follows.

Review of Expenditure 2019-2020 NB School closure from 20th March due to Covid-19 and national lockdown; some items postponed			
		Allocation:	£185,130
Item	Action	Outcome & Action	Cost
Improving attainment across the curriculum	Supporting learning staff costs including Progress Leads, Pastoral Leads, Pastoral Support Team	Strategies were having some impact in Autumn term prior to Covid-19 concerns. These are being continued, including small group and 1:1, parent meetings and pastoral support groups, breakfast progress clubs.	£115,000
Curriculum Support	Increase number of classes in core subjects English and Maths Y11 to reduce class sizes	This strategy was effective, enabling more individualised and tailored lesson planning.	£20,000
G&T Co-ordinator	Monitor and ensure G&T/More Able students make appropriate progress; provide specific opportunities aimed at developing skills and improving engagement	Positive engagement in opportunities prior to lockdown, some of which were able to continue remotely in the Summer term. These are ongoing and participation remains positive.	£2,500
Learning Resource Centre Access	Learning Resource Centre available with dedicated support staff until outside of school hours to access ICT and resources for study including Homework Club	Extra-curricular provision take up positive with those PP 95%+, less so with <90% - this will remain an area of focus.	£2,000
School Counsellor	2 internal school counsellors provided using East-2-West	Supported vulnerable students 1:1 on ongoing basis and this continued remotely through lockdown. Provision has been remodelled for current year but it remains a vital part of our school strategy.	£2,000
Wellbeing	Pastoral intervention counsellor	Remove barriers to learning for students with ongoing social/emotional difficulties; a different focus to the school counsellors but successful in supporting identified students.	£2,000
Alternative Academic Off-Site Support	Removing barriers to learning by providing alternative provision	Where this was utilised the results were productive for students and they engaged with the alternative provision.	£1,400
Study Skills, revision and progress intervention	Use of external providers to deliver workshops supporting progress	Several successful workshops across cohorts; Summer term ones were postponed due to lockdown. We are reviewing the external	£5,500

		provision for future cohorts to include more tailor-made provision.	
Parental Engagement	Workshop for parents across cohorts	Evening event; to be reviewed as attendance was much lower than planned; feedback from those attending was positive.	£650
Literacy Intervention Strategies & Support	Including Literacy Across the Curriculum programme resources; PSHE associated literacy resources; EAL Flash Academy programme, Debating Club resources	EAL Flash Academy has been successful and continued via remote access during lockdown – programme being extended to other cohorts; Debating Club was popular and well attended prior to lockdown and has continued this year; books have been provided for PSHE/tutor resources	£1,450
Pupil Premium Fund	Additional Support including uniform, trips	Providing additional support as identified	£200
TOTAL			£152,736

Summary of Attainment Progress and Attendance Data 2020

	2020		
	ALL	Students eligible for PP	Non-PP
COHORT TOTAL	235	39	196
Attainment 8	50.3	39.20	52.70
% 5+ Grade 4+ incl English + Maths	72%	51%	77%
% 5+ Grade 4+	81%	54%	89%
% 5+ Grade 5+ incl English + Maths	44%	19%	49%
% 5+ Grade 5+	60%	26%	43%
ATTENDANCE Average to March 2020	91.97%	86.17%	94.4%

NB. Public exams were cancelled in 2020 and replaced with CAGs (Centre Assessed Grades). No performance data has been published by the DfE and there is no Progress 8 data available for this reason. For information on Progress 8 scores and how they are calculated in an exam year, please see the DfE publication ‘Secondary Accountability Measures’.

Summary of Progress 2019-2020 (to March 2020)

Y7-Y10

Progress is measured from internal baselines completed in the first two weeks of Y7 and then tracked each term. Expected progress is 2 sub-grades (0.2) per academic year and a Grade Progress Average (GPA) shows average attainment across all subjects; this highlights who is below, meeting or exceeding expected progress (see below).

GRADES OF PROGRESS			AUTUMN			SPRING			SUMMER		
			B	M	E	B	M	E	B	M	E
Y7	2SG	0.2	<0.0	0.0	>0.0	<0.1	0.1	>0.1	<0.2	0.2	>0.2
Y8	4SG	1.1	<0.2	0.2	>0.2	<1.0	1.0	>1.0	<1.1	1.1	>1.1
Y9	6SG	2.0	<1.1	1.1	>1.1	<1.2	1.2	>1.2	<2.0	2.0	>2.0
Y10	8SG	2.2	<2.0	2.0	>2.0	<2.1	2.1	>2.1	<2.2	2.2	>2.2
Y11	10SG	3.1	<2.2	2.2	>2.2	<3.0	3.0	>3.0	<3.1	3.1	>3.1
	12SG MEP	4.0			>3.1			>3.2			4.0

B = Below
M = Meeting (on track)
E = Exceeding

Progress: Y7 Spring Attainment 2019-2020 (Data to March 2020)

Interest Group	Number of Students	Grade Progress Average (GPA)			
		Exceeding	Meeting	Below	Notes
All	255	164	86	5	
PP	45	11	30	4	
Non-PP	210	153	56	1	

Progress: Y8 Spring Attainment (Data to March 2020)

Interest Group	Number of Students	Grade Progress Average (GPA)			
		Exceeding	Meeting	Below	Notes
All	242	222	14	6	
PP	40	31	5	4	
Non-PP	202	191	9	2	

Progress: Y9 Spring Attainment (Data to March 2020)

Interest Group	Number of Students	Grade Progress Average (GPA)			
		Exceeding	Meeting	Below	Notes
All	243	152	51	38	2 with no EB
PP	43	13	14	14	2 with no EB
Non-PP	200	130	37	24	

Progress: Y10 Spring Attainment (Data to March 2020)

Interest Group	Number of Students	Grade Progress Average (GPA)			
		Exceeding	Meeting	Below	Notes
All	227	102	43	82	
PP	36	7	7	22	
Non-PP	191	95	36	60	

Year 7 Catch Up Funding

The Literacy and Numeracy 'Catch-Up Premium' provides schools with additional funding to support Year 7 students who did not reach the expected standard in Reading or Mathematics at the end of Key Stage 2 to catch up with their peers during their first year in secondary school. In 2019-2020 The Magna Carta School was allocated £20,709.

The strategies employed in 2019-2020

- Literacy intervention programme (Units of Sound) with an HLTA (to March 2020)
- Book Buddies (to March 2020)
- My Maths; numeracy intervention with an HLTA (TA support continued remotely during national lockdown post-March 2020)
- One-to-one mentoring with Progress Lead for Y7 (this continued remotely during national lockdown post-March 2020)

Impact of the 2019-2020 CUP Support

Progress is measured from internal baselines completed in the first two weeks of Y7 and then tracked each term. Each grade is divided into 3 sub-grades and expected progress is 2 sub-grades (0.2) in each subject: by the end of Y7 a student is meeting expected progress if their performance shows 0.2 grades from Baseline, and exceeding expected progress if it is 1 or more grades (see below).

Progress: Y7 Catch Up (Data to March 2020)

Interest Group	Number of Students	English Progress From Baseline				Number of Students	Maths Progress From Baseline			
		Exceeding	Meeting	Below	No Assmt		Exceeding	Meeting	Below	No Assmt
All	253	157	44	51	1	253	2	244	6	1
NS	52	40	6	6	0	50	0	49	1	0
AS	186	145	36	41	0	189	2	184	3	0
B	7	3	1	3	0	4	0	3	1	0
No KS2	8	5	1	1	1	10	0	8	1	1
NS: Not achieved expected standard at KS2; AS: Achieved expected standard at KS2; B: Below level of test										