



The Magna Carta School

**PUPIL PREMIUM STRATEGY AND IMPACT REPORT
YEAR 7 CATCH UP FUNDING REPORT**

1. Summary Information					
School	The Magna Carta School				
Academic Year	2018-2019	Total PP Budget	£203,830	Date	November 2018
Total Number of Students	1196	Total Number Eligible for PP	215	Date of next internal review	September 2019
	Year 7	Year 8	Year 9	Year 10	Year 11
FSM	19	20	15	21	15
PP	44	44	41	47	39

2. Current Attainment Headlines: see page 7

3. Barriers to Educational Attainment and Achievement (for pupils eligible for PP including high ability)	
A.	Attendance rates for PP are lower by an average of 6% across whole school and Lates higher by an average of 3%
B.	Literacy skills on entry are lower for PP students eg. 31% of Y7 2017 KS2 scores below 100 in both Reading and GPVS English vs 11% for non-PP
C.	Attitude to learning 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]

This year, we have appointed a Pupil Premium Co-ordinator as Associate Assistant Head (from September 2018) whose remit is to work individually with disadvantaged students and who has begun to implement new initiatives including meeting with all PP students one-to-one and in small groups across all cohorts, liaising with the Pastoral and Progress Teams and communicating with parents prior to Parents' Evenings, to increase engagement.

To address the impact of lower literacy skills, a whole school initiative has been launched this year by the new Literacy Co-ordinator, with the aim of improving the 'Literacy Cultural Capital' which is often missing for disadvantaged students. To support this, the PSHE Co-ordinator has introduced a whole school reading session during PSHE lessons to model these skills and broaden opportunities for discussion.

4. Planned Expenditure 2018-2019			
		Budget:	£203,830
Item	Focus	Cost	Target Barrier
Progress and Pastoral Support	Supporting teaching & learning staff costs including Associate Assistant Head with responsibility for PP student progress (appointed from Sept 2018), Progress Leads x 5, Pastoral Leads x 5, Pastoral Support Team; Learning Support Dept interventions including Units of Sound	£130,000	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 Staffing English, Maths and Science in Y10-Y11: move from 9 classes to 10 enabling smaller classes and greater differentiation opportunities	£30,000	B, C
G&T Co-ordinator	Working with G&T and More Able to provide greater breadth of opportunities to extend learning and engagement	£4,000	A, C
Homework Club/Learning Resource Centre	Staffing to enable Learning Resource Centre to be open after school for homework and extended learning	£4,000	B
Wellbeing 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	£10,000	C
Pupil Premium Fund	Including trips, resources, uniform, faculty bids	£9,000	All as needed
Revision & Study Skills Progress Intervention	Including external providers and internal support costs (Progress Badges and initiative resources etc)	£5,00	B
Attendance Support Strategies	Including Resilience Doughnut Training for key staff and externally run sessions for parents	£7,000	A, C, D
Literacy Intervention Strategies	Including Literacy Across the Curriculum programme resources; PSHE associated literacy resources including texts for DEAR	£2,000	B, C
TOTAL:		£204,000	

Pupil Premium Review 2017-2018

Summary Information Academic Year 2017-2018					
Total Number of Students	1141	Total Number Eligible for PP	208	Total Number FSM	80
	Year 7	Year 8	Year 9	Year 10	Year 11
FSM	19	14	18	15	14
PP	44	41	43	40	39

One of the key barriers to achievement and progress for our PP students is attendance, usually lower by more than 6%. 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 attendance strategy focus saw an overall increase in attendance for PP students, up 3.2% from 2016-2017, closing the gap between PP and non-PP by 2.1% across the school. The gap for Year 11 however was 9.4%, including several High Attainers, which had a significant impact on PP outcomes overall. There were 4 PP students who were non-attenders, 2 of whom had alternative provision but only took one qualification each. Where attendance of PP students was 95%+ students achieved in line with expectations and non-PP students of similar ability profiles. The average gap in other cohorts has reduced to 5% and remains a focus 2018-2019 to further narrow the attendance gap: current attendance data shows positive results (see page 7).

In addition, 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 2017-2018 and summary of attainment follows.

Review of Expenditure 2017-2018			
		Allocation:	£223,465
Item	Action	Intended Outcome	Cost
Improving attainment across the curriculum	Supporting learning staff costs including HPLs, PLs, Pastoral Support Team, English small group timetabled intervention classes	Improving progress, attendance & behaviour	£131,000
Curriculum Support	Increase number of lessons in core subjects English and Maths to reduce class sizes	Improve progress and reduce progress gap	£40,000
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	Increase progress across cohorts and specifically 9-7/A*-A at Y11	£4,000
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	Enabling students to have space and resources to complete homework, coursework and revision	£13,000
Alternative Academic Off-Site Support	Removing barriers to learning by providing alternative provision	Enabling individual students to gain access to alternative support eg funded college placement at Brooklands, NWS Short Stay School short-term placements, A2E	£17,000
Y11 Revision Engagement	Use of external provider to plan and deliver a parent/student revision programme	Increased engagement of parents to support students in the run-up to exams in order to raise attainment and progress	£1,700
School Counsellor	2 internal school counsellors provided using East-2-West	Supported vulnerable students 1:1 on ongoing basis	£20,000
Wellbeing	Pastoral intervention counsellor	Remove barriers to learning for students with ongoing social/emotional difficulties	£4,000
Pupil Premium Capitation	Additional Support including uniform, trips, breakfast club, mentoring	Providing additional support as identified	£15,000
TOTAL			£224,500

Summary of Attainment Progress and Attendance Data 2018

	2018		
	ALL	Students eligible for PP	Non-PP
COHORT TOTAL	216	38	178
No with KS2 Prior Attainment	210	36	174
HIGH Prior Attainment	103	14	89
MID Prior Attainment	84	12	72
LOW Prior Attainment	23	10	13
Attainment 8	51.14	35.61	54.45
HIGH	62.62	52.14	64.26
MID	43.94	27.95	46.60
LOW	26.63	20.15	31.61
Progress 8	+0.2	-0.71	+0.38
HIGH	+0.21	-0.34	+0.30
MID	+0.27	-1.08	+0.49
LOW	-0.13	-0.49	+0.36
English + Maths Grade 4+	72%	39%	79%
HIGH	93%	86%	94%
MID	63%	17%	71%
LOW	9%	0%	15%
English + Maths Grade 5+	51%	26%	57%
HIGH	79%	57%	82%
MID	31%	8%	5%
LOW	4%	0%	15%
ATTENDANCE Average	94%	81%	96%
HIGH	96%	93%	97%
MID	93%	71%	96%
LOW	86%	75%	91%

Summary of Progress 2017-2018

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 Summer Attainment

Interest Group	Number of Students	Grade Progress Average (GPA)				
		Exceeding	Meeting	Below	NK	Attendance
All	245	208	35	2 *	-	96%
PP	48	46	2	0	-	92%
Non-PP	197	177	18	2 *	-	97%
<i>* Includes 1 new starter in Summer term</i>						

Progress: Y8 Summer Attainment

Interest Group	Number of Students	Grade Progress Average (GPA)				
		Exceeding	Meeting	Below	NK	Attendance
All	241	221	13	6	1 *	95%
PP	44	35	6	3	-	92%
Non-PP	197	186	7	3	-	95%
<i>* Went off-roll end of Summer term</i>						

Progress: Y9 Summer Attainment

Interest Group	Number of Students	Grade Progress Average (GPA)				
		Exceeding	Meeting	Below	NK	Attendance
All	243	134	63	45	1 *	94%
PP	47	19	13	15	-	90%
Non-PP	196	115	50	30	1	95%
<i>* 1 new starter Summer term</i>						

Progress: Y10 Summer Attainment

Interest Group	Number of Students	Grade Progress Average (GPA)				
		Exceeding	Meeting	Below	NK	Attendance
All	222	85	30	102	5 *	92%
PP	40	10	6	23	1 **	86%
Non-PP	182	75	24	79	4	93%

** 4 off roll end Summer term; ** 1 new arrival Summer term*

Current Attendance at November 2018:

Current Attendance						
	All	% All	PP	% PP	Non-PP	% Non-PP
Year 7	256	96%	44	94%	211	97%
Year 8	254	96%	44	91%	207	97%
Year 9	241	95%	40	91% *	199	97%
Year 10	245	95%	47	91%	197	96%
Year 11	218	95%	39	92%	179	96%

** excludes 1 long term n/a*

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 2017-2018 The Magna Carta School was allocated £19,765.

The strategies employed in 2017-2018

- Literacy intervention programme (Units of Sound) with an HLTA
- Book Buddies
- My Maths; numeracy intervention with an HLTA
- One-to-one mentoring with Progress Lead for Y7

Impact of the 2017-2018 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

Interest Group	Number of Students	English Progress From Baseline			Number of Students	Maths Progress From Baseline		
		Exceeding	Meeting	Below		Exceeding	Meeting	Below
All	245	239	5	1	245	121	45	79
NS	57	55	2	0	41	23	6	12
AS	182	179	3	0	198	96	38	64
NK	6	5	0	1	6	2	1	3

NS: Not achieved expected standard at KS2

AS: Achieved expected standard at KS2