

Pupil Premium Strategy Statement January 2020.

School Overview

| Metric | Data |
|---|----------------------|
| School name | The Mosslands School |
| Pupils in school | 110 |
| Proportion of disadvantaged pupils | 37% |
| Pupil premium allocation this academic year | £377,056 |
| Academic year or years covered by statement | 2019 - 2022 |
| Publish date | October 2019 |
| Review date | October 2020 |
| Statement authorised by | Mr A Whiteley |
| Pupil premium lead | Mr G Evans |
| Governor lead | Mr P Grady |

Disadvantaged pupil performance overview for last academic year

| | |
|---|-------|
| Progress 8 | -1.33 |
| Ebacc entry | 17.6% |
| Attainment 8 | 32.17 |
| Percentage of Grade 5+ in English and Maths | 14.7% |
| Percentage of Grade 4+ in English and Maths | 36.8% |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---|---|-------------|
| Progress 8 | To close the gap in progress 8 scores compared to disadvantaged students nationally | Summer 2020 |
| Attainment 8 | To close the gap in attainment 8 scores compared to disadvantaged students nationally | Summer2020 |
| Percentage of Grade 5+ in English and maths | Achieve national average English and Maths 5+ scores | Summer 2020 |
| Percentage of Grade 4+ in English and maths | Achieve national average English and Maths 4+ scores | Summer 2020 |
| Other | Improve attendance 93.2% – reduce the number of students who are disadvantaged PA (101) | Summer 2020 |

Teaching priorities for current academic year

| Measure | Activity |
|--|---|
| Priority 1 Quality First Teaching | <ul style="list-style-type: none"> To continue to recruit and retain staff to ensure all curriculum areas are taught by subject specialists and improve the pupil teacher ratio. To continue to develop high quality teaching in order to close the gaps for disadvantaged students. Quality Assurance, book scrutiny and line management to provide evidence that will support the closing of the gaps across all year groups. |
| Priority 2 Continuing Professional Development | <ul style="list-style-type: none"> To ensure staff are equipped to deliver high quality lessons to disadvantaged students. The training priorities over the next three years are: Staff training on the evidence based research for “Closing the Gap (EEF Education Endowment Foundation and Using the Teacher Toolkit) Literacy, Metacognition, Feedback, Differentiation – using the evidence based research from the EEF) Supporting SEND and Adverse Childhood Experiences. Sharing of good practice across the curriculum. Development of a Pupil Premium steering group. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> Retaining subject specialist teachers in all areas of the curriculum Low Attaining Pupil Premium students have weaker reading, writing and mathematical skills upon entering Year 7, which is a barrier to them making good progress in Year 7. High attaining pupils who are eligible for Pupil Premium are making less progress than other high attaining pupils across Key Stage 3. This will prevent sustained high achievement through KS4 if not addressed. |
| Projected spending | £53,100 Staffing |

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 Year 11 Intervention | <ul style="list-style-type: none"> Targeted, planned and structured Year 11 interventions during; AM registration, lunch, after school and in school holidays. Small Group Provision for Year 11 ASDAN Qualifications. Alternative Provision – (WRAP, Cornerstones, Westlake) |
| Priority 2 Years 7-10 Catch-up | <ul style="list-style-type: none"> Accelerated Reader for Years 7 & 8 National Literacy Skills Academy Wirral Book Awards Club for High Achievers Maths Mastery Nurture provision Small Group Provision Alternative Provision |
| Priority 3 Access Provision | <ul style="list-style-type: none"> SEND students have access arrangements to access the curriculum and examinations |

| | |
|---|--|
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Closing the gap for Year 7 students not making age expectations in Maths and English • Low levels of parental support influencing low literacy outcomes • Poor Attendance, Low Aspiration, Low Ambition • Provision of alternative curriculum |
| Projected spending | £51,492 staffing £85,975 non-staffing |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 Attendance | <ul style="list-style-type: none"> • To continue to improve overall school attendance. • To reduce the number of students who are persistently absent. |
| Priority 2 Behaviour | <ul style="list-style-type: none"> • Behaviour support for all students • Behaviour management tracking system in order to identify triggers that undermine progress • Increase pastoral staff non-contact time to allow more proactive work. |
| Priority 3 Welfare | <ul style="list-style-type: none"> • Increasing attendance at Breakfast Club amongst disadvantaged pupils • School counsellor • External providers supporting students with SEMH |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • A higher percentage of PP students experience social, emotional and mental health issues (SEMH) which affects behaviour and attendance and therefore has a detrimental effect on progress • Low Aspiration • Challenging Family circumstances • Local Authority support |
| Projected spending | £110,000 staffing £59,500 non-staffing |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders |
| Targeted support | Ensuring that targeted pupils engage in the intervention process. | Increasing academic support through additional sessions. Pupil App. |
| Wider strategies | Engaging the families facing most challenges. Improving pupil engagement and minimising disruptive behaviours. | Working closely with the LA and other local schools on cross-school outreach programme. Pastoral CPD and QA. On-call system |

Review: last year's aims and outcomes

The Year 11 cohort for PP was 42.5% compared to 28.3% nationally.

| Aim | Outcome |
|---|--|
| <p>To close academic gaps including, Progress 8, KS3 Literacy scores.</p> | <p>Although there are signs that the school is improving again, and at the lower threshold (Level 4+) we are very close to the national figure for boys. However, too few pupils achieved well in summer 2019 and as a result, the whole school exam performance at KS4 was poor in 2019, with a Progress 8 score of -0.97.</p> <p>Progress in all of the Ebacc areas was significantly below national, with the gap in English performance being greatest, equivalent to almost 1.5 grades for each student.</p> <p>The gap in performance of those students with high attainment from KS2 is most pronounced in English, with only 50% of that cohort achieving a level 5+ outcome compared to 68% in Maths.</p> <p>Gaps in progress for students receiving SEN support were significantly smaller than for other students.</p> <p>Vocational subjects overall fared better with Business studies, Drama, PE, Music and Food Technology all securing over 80% pass rates at level 2.</p> <p>The percentage of students with at least 5 standard passes including English and Maths is 46%. This is a 5% improvement on the 2018 figure and a 10% improvement on the 2017 figure. This is still significantly below the national figure for this measure, which was 59% in 2018.</p> <p>16 students out of the cohort of 160 failed to access the full curriculum for a variety of reasons, ranging from non-attendance to those who we retained on role when they were at serious risk of permanent</p> <p>Gaps remain small between different cohorts but that is because progress is low overall. Critically, high achieving pupils, particularly high achieving disadvantaged students perform poorly in terms of progress.</p> <p>Pupil Teacher Ratio reduced from 19.9 to 16.7</p> <p>Recruitment and Retention of staff has meant that all subjects are taught by subject specialists. Appointment of Literacy co-ordinator and specialist Librarian will lead to further work to close the literacy gaps.</p> |

| | |
|---|---|
| | <p>Accelerated Reader progress: Year 8 70.1% students increased Reading Age. Year 9 64.9% students increased Reading Age. Maths Mastery is yet to impact on KS4 results.</p> |
| <p>To continue to develop systems in school to support students with Behavioural, Social, Emotional and Communication issues.</p> | <p>Increased staffing allowed more non-contact time for pastoral staff. Nurture provision; 10 students started. 6 students now in full time mainstream. 3 part accessing mainstream, 1 student has left. Alternative Provision was not successful and has been revised for 2019/2020. 76% of Fixed Term exclusions were for PP/SEND students.</p> |
| <p>Continuing to develop strategies that improve attendance rates.</p> | <p>Whole School Attendance for this year was 93.2% compared to 92.0% in the previous year. PA students dropped from 142 (110 PP) in 2017/18 to 132 (101 PP) in 2018/19. Year 11 PA students dropped from 38 (28 PP) to 22(18 PP) over the past 2 years. Breakfast menu extended saw student numbers increase from 30 to 150.</p> |
| <p>To continue to implement strategies to promote Aspiration, Ambition and Parental Support.</p> | <p>Elevate programme used for Year 11 PP students, minimal impact, not renewed. 98% of Year 7 parents surveyed said their son had settled well in to Mosslands. STE@M has continued to develop with all students having completed at least one activity.</p> |