

Marylebone Boys' School
Pupil Premium Impact Strategy & Spending Report 2019/20

This report outlines our strategic planning of our Pupil Premium (PP) allocation for the current academic year, based on analysis and evaluation of the impact of our PP funding for the previous academic year.

1. Summary Information					
School	Marylebone Boys' School				
Academic Year	2019/20	Pupil premium allocation this academic year	£276,031	Internal review date	January 2020
Total number of pupils in school	619	Number of pupils eligible for PP	275	Proportion of disadvantaged pupils	44.4%

2. Pupil Performance overview for last academic year			
Number of eligible PP pupils in Y11	29 [12 with identified SEND]	Academic year	2018/19
Progress 8	-0.66 [National Boys: -0.68]	Attainment 8	43.06 [National/National Boys: 36.7/33.7]
P8 English could make these average across the cohort?	-0.47	P8 Maths could make these average across the cohort?	-0.14
Ebacc entry	38.24% [National/National Boys: 24.9/22.2]	% Grade 5+ in English and Maths	38.2% [National Boys: 22.2%]

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
Due to the high, and increasing percentage of disadvantaged students who qualify for the Pupil Premium, MBS' priority is that strategies have to impact on quality first teaching in the classroom.	
a.	Improve outcomes in English and literacy so that the achievement gap is narrowed between PP and non-PP pupils
b.	% of PP pupils achieving pass in English and Maths is a focus area, in line with external targets
c.	Lack of independent learning skills leading to inability to self-regulate learning means pupils fall behind peers in terms of progress.
d.	Behaviour gap between PP and non-PP pupils

External barriers (issues which also require action outside school, such as low attendance rates)	
e.	There is a lack of resilience and aspiration in PP pupils

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
a.	Improved outcomes in English	PP pupils develop improved metacognition and literacy skills, with increased progress in English outcomes. Improvement in literacy for learning.
b.	% of PP pupils achieving pass in English and Maths is a focus area, in line with external targets	PP pupils to meet or exceed their FFT targets in Maths & English. Teacher targets for PP pupils for English & Maths to be aspirational and in line with FFT benchmarks.
c.	Improve independent learning skills leading to increased ability to self-regulate learning so that pupils can progress as well as peers	Pupils feel confident in their learning, and develop their thinking skills and problem-solving strategies with improved self-regulation and increased independent and self-directed learning.
d.	Reduce the behaviour gap between PP and non-PP pupils	The % of negative behaviour points for PP pupils will reduce by at least 10% in every year group. We will close the gap between PP and non-PP in behaviour points.
e.	Increased resilience and high aspirations in PP pupils	The % of PP pupils taking a full part in academic and social mentoring programmes and their involvement in extra-curricular enrichment activities

Core principles which underpin the PP strategy at MBS:

- Be consistent, yet flexible and responsive
- Address core subjects, but also wider progress and the whole child
- Respond to individual needs and differences, while avoiding stigma or marginalisation
- Make effective use of data – to inform a response which is personalised and not mechanistic
- Be creative and innovative – but with tangible, measurable outcome

5. Planned expenditure					
Academic Year		2019/20			
a. High quality teaching for all					
Desired Impact	Targeted pupil cohort	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Improved progress and attainment results for PP pupils, specifically in the Ebacc subjects, including narrowing the gap with non-PP.</p> <p>75% of PP pupils in Y11 cohort to achieve a 4+ in at least two of three subjects.</p>	<p>All Y10 & Y11 pupils with condensed curriculum and at risk of not achieving 4+ in English, Maths and Science.</p> <p>Manage a specific cohort of disadvantaged Y10/11 pupils who are at risk of exclusion and/or below expected progress across the board.</p>	<p>Withdrawal English/literacy focused sessions within the curriculum for DA boys following a condensed curriculum.</p> <p>Facilitate students who are referred for homework intervention and track their progress.</p> <p>Ensure home learning opportunities are in place and communicated clearly to parents, especially for pupils who are not completing weekly homework</p>	<p>Condensing the KS4 curriculum will provide boys with more dedicated time for work in E/M/S, allowing them the space to concentrate on these subjects and raise their attainment.</p> <p>EEF evidence shows that the impact of homework, on average, is 5months' additional progress and most effective when used as a short and focused intervention.</p>	<p>Reviewed and refined Independent learning and pastoral coordinator role at KS4 (RJu) will look closely at boys' achievement and track progress and impact. This will include liaison with HOYs/AHT/HoDs.</p>	HWA
<p>All pupils to reach chronological reading age or better</p>	<p>PP pupils with reading ages below chronological reading ages</p>	<p>Manage and coordinate KS3 literacy library lessons focused on reading programme</p> <p>Monitor and establish whole school literacy strategies across the curriculum focusing on oracy, marking for literacy and improving vocabulary</p>	<p>The EEF 'Improving Literacy' report states that in secondary schools, improving literacy is key to academic success across the curriculum, especially with the demands of the reformed qualifications.</p> <p>By attending to the literacy demands of their subjects, teachers increase their students' chance of success in their subjects.</p>	<p>A newly appointed literacy leader will be appointed to drive improvement across the curriculum.</p>	HWA/ KEL

75% of PP Y11 boys to achieve on or above their GSCE target.	Y10 & 11 disadvantaged pupils who are currently below target.	Focused and tailored CPD and support for staff to raise attainment at GCSE, implementation of the pixl independence programme during withdrawal addressing the progress gap for disadvantaged pupils in English, Maths, Science, Humanities and MFL.	The Pixl independence programme has been used widely in Secondary schools to improve attainment.	Our Pixl coordinator will work to implement strategies across the schools, networking and sharing good practice.	HWA
Improving and supporting teacher development to deliver quality first teaching.	All pupils, with a focus on PP and improving outcomes for DA cohort.	Professional development, training and support for early career teachers and recruitment and retention.	Supporting early career teachers, and retention of quality staff is key to delivering high quality teaching in the classroom.	The HT and DHT will monitor this in terms of staffing and professional development.	RA/HWA
		Breakdown of costs:		£	
		English teacher to implement literacy strategy		41,690	
		Independent-learning/pastoral support coordinator		32,525	
		Pixl membership and training		4,190	
		Professional development and recruitment and retention		28,890	
		Total projected cost:		107,295	

b. Targeted academic support for the current academic year

Desired Impact	Targeted pupil cohort	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PP attendance to be higher than national average. Aim to close the gap between PP and non-PP.	All pupils under 90% attendance	Meet weekly to ascertain attendance issues and plan Interventions, prioritised for PP. Complete MARF referrals and attendance contracts, priority for PP.	This specialist member of staff will monitor whole school attendance, and to follow up concerns as necessary.	A new attendance and welfare officer will be recruited who will monitor and evaluate in line with school policy.	PHU
Low ability PP to achieve on or above target in English, Maths and Science	Low ability PP pupils	Teaching assistants to work with specific pupil premium pupils in the classroom to support learning and make the thinking process explicit	EEF evidence suggests that TAs can have a positive impact on academic achievement, particularly when focused on one to one or small group support which shows a stronger positive benefit of between three and five additional months on average.	2 new specialist Teaching Assistants will be recruited to specifically to support this intervention programme.	DLO

Reduce the number of FTE for PP pupils so that figures are more in line with National Boys	Targeted cohort of PP pupils at risk of exclusion	Students identified by Inclusion meeting / HOY meetings to be transferred to the WEC to learn tools and techniques to learn more effectively and gain skills in behaviour management and self-regulatory behaviours.	This is specialist support bought in from a trusted supplier which has successfully worked with managed intervention successfully in other schools, to improve attainment by reducing challenging social and emotional behaviour, and produce improvements in academic performance. Impacts are larger for targeted interventions matched to specific students with particular needs.	There will be close liaison between the HoYs and the behaviour therapy mentors which will be time-limited and will record impact.	PHU/DLO
Y7 PP pupils settle well into MBS with attendance in line with National Boy's average attendance, and positive progress data from cycle 1 – cycle 3	10-15 PP Y7 pupils	Early intervention transition programme for vulnerable Y7 pupils	Working with men mentoring programmes involves pairing young people with an adult, who act as positive role models and expose pupils to wider aspirations and values. In general, these programmes aim to build confidence, develop resilience and character, or raise aspirations, and develop specific academic skills or knowledge.	There will be close liaison between the AHT and the mentors which will be time-limited and will record impact.	PGR/MAD
Reading ages for all PP boys to reach chronological age or better by end of academic Year	KS3 PP pupils	Accelerated Reader programme and books designed to monitor, track and support pupils' reading and engage parents.	This is a specific programme for KS3, written specially for the age group and with a successful history in promoting strong reading skills.	The programme records progress inherently and will be monitored by the English teacher i/c literacy.	HWA/ KEL
PP pupils reach target grades in specific subjects for the end of the year	15 below target Y11 PP	GCSE online Intervention programme for 15 pupils in English, Maths and Science	My Tutor online tutoring is proven to have impact in promoting attainment in many secondary settings in the UK.	There will be close liaison and monitoring of attendance and impact of the programme by the AHT.	HWA/ CBU
Pupils to reach their target grades in English and Maths by end of the year.	20 Low ability PP pupils	Y7-9: Low attaining pupils in reading and Maths. Small group literacy intervention programmes. The programmes improve pupils' Spoken English, grammar, reading and writing skills by equipping them with evidence-based strategies for learning, thinking and understanding. The result is that	EEF evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	These programme will be monitored for impact by the SLT lead who will liaise with HoDs.	HWA/ DLO

		pupils grow in confidence, independence and their ability to fully access the mainstream curriculum successfully. Money would be spent on training and resources for programme.			
75% of PP Year 11 boys to achieve on or above their GCSE target.	Y10 & 11 PP	Important learning resources paid for and provided to PP pupils, e.g. workbooks, textbooks, English literature texts.	Access to learning resources is key for DA pupils to make good progress and is often a barrier to their achievement.	These will be allocated by HoDs to target specific DA pupils.	SBA
			<p>Breakdown of costs: £</p> <p>Attendance and Welfare officer 35,843</p> <p>Teaching Assistants [2 posts] 49,843</p> <p>Westminster Education Centre [TBAP] 2 managed intervention places 12,800</p> <p>Behaviour therapy 10,600</p> <p>Working with men programme 4,400</p> <p>Accelerated reader programme + resources 3,750 + 2,500</p> <p>Literacy programme 4,000</p> <p>Learning resources 3,000</p> <p>Total projected cost: £126,736</p>		

c. Wider support for the current academic year

Desired Impact	Targeted pupil cohort	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
All PP to attend at least 1 academic trip and take part in one extracurricular venture/opportunity.	Available for all year groups. In Y10 & 11 this means that PP students are not hindered in accessing trips that directly relate to GCSE examinations.	Any student in receipt of free school meals is given a 50% discount on all trips. This will result in all PP students being able to access the same enrichment and academic extension opportunities available for non-PP students.	Access to wider extra-curricular enrichment activities, including exposure to the arts promotes higher aspirations and widens pupils' opportunities and horizons.	This will be monitored by the AHT i/c trips and finance will be only be authorised centrally.	PGR

20% take up of FSM music lessons, in line with the % of students who are FSM in the school.	Available for all students; teacher i/c music will identify talented musical students and signpost them to 1:1 tuition.	The school offers 50% discount for students who are FSM and take up the opportunity to have one to one music lessons.	Access and exposure to practical music making promotes self-esteem, confidence, independence and thinking skills.	This will be monitored by the Teacher i/c Music and finance will be only be authorised centrally.	RAR/ (EFA/ CMW)
Improved 4Rs and attainment from cycle 1-3.	All Y7 & 8 pupils	A new political literacy curriculum to be taught to Y7 & Y8 to engage all in politics by teaching them about the processes within politics, public speaking and debating. The skills learned will enhance student's self-image, confidence and emotional resilience. The course covers an Introduction to British Politics (local and national, separation of powers, voting and debating), International Relations (Britain and the World, Media Literacy, Political Theory) and Employability & Politics (Oratory skills, debating and public speaking).	The evidence suggests that Political Literacy skills lead to , stronger and more resilient communities, and promote activism to incite positive change. This will enhance our students' ability to influence local policymaking, and to build their overall emotional resilience and confidence, become responsible media consumers, critically analysing the information they see on social media, and to identify misinformation.	This will be led by the DHT who will roll out the programme in Year 7 & 8, working with HoYs and HoDs to monitor impact.	HWA/ LPO
4+ in 4 R grades. 85% of cohort to improve self-awareness, confidence, resilience and communication scores. Improved attendance to school.	8 Y9 pupils & 5 Y8 pupils who are PP in first cohort.	A challenging character development experience programme to boost confidence, motivation, responsibility and aspiration. This includes: 5 career coaching sessions from trained Career Coaches; day trip taking part in a community action project; day trip to two contrasting workplaces; 3 day rural residential trip completing mental and physical challenges. 30+ targeted Y8-9 disadvantaged boys whose 4Rs, attitudes to learning and lack of aspiration are causing significant barriers to learning. To use Year 9-10 ambassadors from this year to establish a culture of peer mentoring.	The Rising Futures programme has an over 80% success rate of empowering young people to make ambitious choices and realise their potential through developing their confidence, resilience and skills, leading to success both in and out of the classroom.	This will be coordinated and monitored for impact by the DHT, through liaison and data capture.	HWA/CLE
100% of PP students will secure and attend work	Y10 pupils (all PP included)	A new work experience support provider	Access to wider extra-curricular enrichment activities, including exposure to the arts promotes	This programme will be monitored closely by the	CFI

experience at the end of Y10			higher aspirations and widens pupils' opportunities and horizons.	teachers i/c work experience.	
			Breakdown of costs:	£	
			Discounted trips costs for FSM pupils	10,000	
			Discretionary fund [other trips/ventures]	10,000	
			Discounted music lessons for FSM pupils	6,000	
			Political Literacy club AQA	5,000	
			Rising futures programme	6,000	
			Work experience programme	5,000	
			Total projected cost:	£42,000	

6. Review of expenditure and outcomes				
Previous academic year		2018/19		
Item	Actions	Estimated impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
a. High Quality teaching for all				
Whole staff CPD	Specific and tailored CPD on specific pedagogical approaches especially in the area of developing metacognition, deeper thinking and an enquiry approach to learning. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	These strategies supported disadvantaged students to develop their thinking skills and problem-solving strategies, as well as learning how to regulate their emotions. The consultant also worked specifically with core Ebacc subjects to look at high quality learning provision.	Teacher tracker shows improved and higher quality questioning and pupil responses. We will embed these strategies and will not need training next academic year.	£6,000
Challenge Partners SLT CPD	Quality Assurance training involving SLT being trained to quality assure the impact on raising attainment strategies and leadership initiatives	This has had a positive impact on leaders' abilities and approaches. It has improved quality assurance and monitoring processes at MBS including more robust raising attainment plan.	We will support this programme next year.	£10,000

	through external 360 reviews of other schools with Ofsted inspectors and trained reviewers.			
Independent learning coordinator	This member of staff worked with Y9 & 10 disadvantaged pupils to support with homework and intervention at lunch time, during the school day and after school.	This intervened with specific disadvantaged pupils, who were not completing homework and class work to required expectations, focusing primarily on English, Maths and Science. The role gave additional, tailored English support to Year 10 boys who had been removed from a GCSE.	The impact had a significant impact on progress in our case studies and we will continue a modified version of this next year.	£30,000
Pixl membership fees	Membership & partnership with Pixlof over 1,700 schools sharing best practice to raise standards; 5 associate visits to ensure we target specific pupil groups, especially disadvantaged pupils effectively and raise attainment. Interactive resources for Maths, English, Science, History and Geography and PiXL Maths App.	This had a good impact on Y10 disadvantaged pupil progress data and a very good impact on building best practice and honing leaders skills.	We will continue to fund Pixl strategies next year.	£3,800
Professional development, training and support for early career teachers and recruitment and retention.	Supporting early career teachers, and retention of quality staff is key to delivering high quality teaching in the classroom. This will support high quality first teaching in the classroom so that all pupils can have access to excellent teaching.	This had a positive impact on teacher development as well as being able to retain high quality staff.	We will continue to implement this policy next year.	£25,000
b. Targeted academic support				
Literacy & Numeracy wave 2 and 3 intervention programmes: Catch-up Lit programme	Year 7-9: Low attaining pupils in reading and Maths. Small group literacy intervention programmes. The programmes improve pupils' Spoken English, grammar, reading and writing skills by equipping them with evidence-based strategies for learning, thinking and understanding.	Pupils grow in confidence, independence and their ability to fully access the mainstream curriculum successfully. Reading age, Maths & English grades improved.	We will continue to fund this programme next academic year.	£3000
Working with Men: Boys Development Programme	Year 8 disadvantaged boys at risk of exclusion. One-to-one behaviour therapy for 8 Year 8 disadvantaged boys who are at risk of exclusion and need support to manage their behaviour and learning in the classroom	Behaviour and progress data improved for 50% of boys involved in programme	This did have a mostly good impact and we will continue to fund for another year to fully see the impact of the programme.	4,400

Teaching assistance for LA disadvantaged boys	Low ability disadvantaged pupils from Year 7-10. Teaching assistant targeting low ability disadvantaged boys in the classroom.	Less able students were a target in lessons rather than interventions, and attainment was better with decreased numbers of behaviour incidents.	We will fund 2 TAs next year to work in this targeted support way.	29,500
WEC managed intervention place	Focused placement for boys at high risk of exclusion	The majority of pupils who participated in WEC have avoided permanent exclusion from school. This has had a significant impact upon the individuals who have attended. The intensive placement supports the school in developing positive attitudes to learning. Attitudinal evidence from the boys and placement reports from WEC demonstrate the positive impact on the placements.	This will continue to be funded next academic year.	£11,800
Attendance and welfare officer	Met weekly to ascertain attendance issues and highlight and prioritise interventions .Complete MARF referrals and attendance contracts with priority assigned to PP pupils.	PP attendance was higher than the national average.	As we are at full capacity we will continue with this vital role in tracking attendance.	£27,000
Behaviour therapist	Specialist intervention for students whose behaviour difficulties compromise learning or put them at risk of exclusion. Individual & small group intervention. Provide INSET to teachers to support behaviour management skills with challenging students so that teachers felt empowered to manage challenging behaviour effectively.	Targeted pupils evaluation demonstrated they had positive benefit on attitudes to learning. Attitudinal feedback from students who have participated have consistently valued the specialist intervention support that is provided on site.	Evidence of progress is on a case by case basis and ranged from students who made high, medium and low impact progress on individual grades. This will be funded next year.	£12,600
c. Wider support				
Rising Futures	A challenging character development experience programme to boost confidence, motivation, responsibility and aspiration. This includes: 5 career coaching sessions from trained Career Coaches; day trip taking part in a community action project; day trip to two contrasting workplaces; 3 day rural residential trip completing mental and physical challenged. The programme was selected for 15 targeted year 8-9 disadvantaged boys whose 4Rs, attitudes to learning and lack of aspiration have caused significant barriers to learning.	This had a high impact with increased confidence in 64% of students; increased resilience in 50% of students; increased self-awareness in 71% of students; increased communications skills in 86% of students. All pupils had improved 4R skills by end of year.	We will continue to fund this positive programme next year.	£12,250

Brilliant Club	The Brilliant Club was targeted for PP pupils and delivered programmes of academic enrichment to small groups of pupils through a combination of university trips, in-school tutorials and online resources, supporting pupils to develop the knowledge, skills and ambition needed to progress to highly-selective universities.	This had a high impact with 100% of pupils said they were more likely to apply to university in the Summer cohort.	This will not be funded next academic year from the PP funding.	£6000
Political literacy for core curriculum and an extended p6 political literacy club offering an AQA accreditation	KS3 curriculum to improve cultural capital for 23 Y 8&9 high attaining disadvantaged boys. The course promoted the ability to speak in public, debate and present a discussion coherently, helping a student's self-esteem and confidence.	This had a high impact for DA and all pupils achieved AQA accreditation and accessed high challenge political literacy content. It boosted pupils' oracy skills and political engagement.		6,200
Additional funding of Music Lessons for FSM pupils	50% discount on specific music instrumental lessons for all FSM pupils.	Very few pupils took up this opportunity however, only 9% of students who took up the lessons were FSM students	This will be allocated next year as the profile of music increases.	10,000
Trip costs	50% discount on trips for all FSM pupils	This had a high impact as PP pupils were able to access all education visits.	This funding will be carried on next year.	10,000
Discretionary fund	A fund to spend at the discretion of the headteacher on extended experience, trips and other opportunities within the enrichment curriculum targeting disadvantaged boys	This had some noticeable impact and varies year on year.	This funding will be carried on next year.	10,000
Friday after school sports provision for PP boys	Friday after school sports for disadvantaged boys to boost aspiration, motivation, relationships, communication and attendance	This had a low impact and although pupils enjoyed this session, the enrichment was not offering them an activity they were currently doing in their spare time.	This will not be allocated next year.	£7000
Providing additional resources	Important learning resources paid for and provided to PP pupils, e.g. workbooks, textbooks, English literature texts	PP boys were equipped with the right resources as needs arose.	This will be continued next year.	£7,000
Attainment & Progress awards for pupils	Focused attendance and progress awards, specifically targeting PP boys.	This had an improvement on PP attendance and progress		£2,500
Work experience programme	Work experience placements for Year 10 supported MBS to offer a 2 week work placements.	This had a high impact with 100% of Year 10 boys completed a high quality work experience placement.	This will be continued to be funded next academic year.	£7,000
			Total funding:	£259,984

Attendance overview

% Attendance	PP % Attendance	Non PP % Attendance	Gap
95.3%	93.8%	96.4%	2.6

Attainment

Group	EBacc % entered	Threshold % Grade 4 or above in English & Maths	Attainment 8
All students	71.1	77.9	49.6
PP	60	65.7	41.9
Non PP	76.8	84.1	53.4
Gap	-16.8	-18.4	-11.5

This report outlines our plans for spending the Catch-up funding for the current academic year, based on analysis and evaluation of the impact of our catch-up funding for the previous academic year.

Catch up funding is an additional grant awarded by the DfE to schools so that they can accelerate the progress of students who arrive in Year 7 with prior attainment below the expected standards. In 2018-19 we had 12 students who achieved a KS2 scaled score of below 100 in Maths, and 17 who achieved a KS2 scaled score of below 100 in English Reading.

1. Summary Information					
School	Marylebone Boys' School				
Academic Year	2019/20	Catch-up funding allocation this academic year	£3,383	Internal review date	January 2020
Total number of pupils in Year 7	114	Number of pupils who did not meet expected standard in KS2 Maths	22	Number of pupils who did not meet expected standard in KS2 English	28

2. Planned outcomes & expenditure 2019-2020		
Intervention strategy	Impact	Cost
<ul style="list-style-type: none"> Lexia Learning Programme Sounds write Maths recovery programme Homework Club Breakfast Club Reading buddies 	<ul style="list-style-type: none"> Increasing progress and improving overall attainment Motivating and engaging students across the whole curriculum Fostering independence Encouraging students to read for pleasure Developing confidence Improving the 'soft skills' of leadership and guidance of others through the reading buddy programme Closing the gap in attainment between disadvantaged and non-disadvantaged students 	<ul style="list-style-type: none"> The small level of funding is used to purchase and support the specific education resources listed.

- Ensuring students are able to fully access and understand exam material

3. Pupil Performance overview for last academic year			
Total number of pupils in Year 7	117	Academic year	2018/19
Number of pupils who did not meet expected standard in KS2 Maths	12	Number of pupils who did not meet expected standard in KS2 English	17
Number of pupils who met the expected standard in Y7 Maths	5	Number of pupils who met the expected standard in Y7 English	11

- Students not making the expected standard at the end of Y7 are then identified and placed in maths and English faculty intervention programmes in Y8. Their progress and further intervention is then tracked through the whole school academic monitoring system.