

Pupil Premium in Milton Keynes Schools

Case Studies



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Changing lives, realising potential

The Pupil Premium is additional funding allocated to schools so that they are better able to support pupils who are disadvantaged, closing the attainment gap between them and their peers.

Launched in April 2011, the scheme supports children and young people in both primary and secondary school who meet the eligibility criteria (i.e. have received free school meals in the last six years). Funding is also provided to support those children and young people who have been in care for six months or more.

Around 10,000 children and young people in Milton Keynes are benefiting from the additional Pupil Premium funding with every school now accountable for ensuring that the

academic achievement of disadvantaged pupils is in line with their peers.

This booklet provides case studies of some of the best examples of how the scheme has been implemented in Milton Keynes schools and what the outcomes have been for pupils.

Thank you to the schools who have taken the time to contribute to this guide.

Michael Bracey

Assistant Director – Education,
Effectiveness and Participation

Councillor Robin Bradburn

Chair of The Children and Young People's
Select Committee

Willen Primary School



Total number of pupils: 372, Years 4 - 11
Pupils supported by the Pupil Premium: 67 (2012/13)

What have been the key actions to maximise the allocated Pupil Premium funding?

Willen Primary School invested over £32,500 during the 2012/13 academic year in developing and maintaining a comprehensive support framework for vulnerable and looked after children.

One of its main investments was in employing experienced staff to work with pupils both in groups and one-to-one to encourage high achievement and to develop confidence in their abilities. An EAL teaching assistant and two learning mentors provided support, with intervention groups and booster sessions arranged to further each pupil's academic progress.

The school also allocated some funding to organise educational trips to provide pupils with the opportunity to socialise with their peers.

How has this had an impact on the achievement and overall attainment of pupils?

There has been an increase in the numbers of children engaging with their peer group through social activities, after school clubs and educational and residential trips.

Pupils have made outstanding progress in reading in all years and good progress in writing, with 0.1 points below good progress in maths. Notable improvement has been made by Year 6 pupils (seven children in total) who have improved their reading by 12.6 points, writing by 12.6 points and their maths by 13.7 points as a collective group since Year 2.

How will the use of the Pupil Premium be developed for 2013/14?

The elements of the support framework that have had the greatest impact on overall attainment will be carried through to the next academic year.

Key contact for more information:

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Stantonbury Campus



Total number of pupils: 1,670,
Years 7 - 11

Pupils supported by the Pupil Premium:
Approx. 600

What have been the key actions to maximise the allocated Pupil Premium funding?

At Stantonbury Campus we have focused every teacher on meeting the needs of every Pupil Premium student in every class. In addition we have separated PP funding from the main school budget to be utilised by a new project called the Progress Centre.

Launched fully in September 2013, 'The Progress Centre' provides a range of programmes developed in response to the particular needs of Pupil Premium students. The programmes fall in to two categories – Academic Intervention and Support Intervention.

The Progress Centre team consists of a Manager and three outreach workers each focussing on a different area for improvement – achievement, attainment and family support.

The Progress Centre also co-ordinates opportunities for inspirational and enrichment activities and trips, as well as offering financial support to those pupils who require it in order to participate in other school activities.

How has this had an impact on the achievement and overall attainment of pupils?

Since its soft launch in April 2013, more than 600 pupils have engaged with The Progress Centre's services or programmes. From April – July 2013, 27 Year 11 pupils were provided access to six hours of academic tutoring in either English or maths. From this cohort, 60% achieved three or more levels of progress from their GCSE results.

In the last two years, attainment by pupils eligible for Free School Meals (FSM) has risen by 22%, with 36% of pupils achieving five A* – Cs in English and maths. In the same period, the gap between FSM and non-FSM pupils has narrowed to 19%; a 9% improvement.

How will the use of the Pupil Premium be developed for 2013/14?

As The Progress Centre develops, the key focus will be on early intervention and identifying the gaps early in a pupil's school career, to provide catch-up tuition to ensure individuals can engage fully with the curriculum in the classroom.

Development of partnerships with local business, charities and community initiatives will also support the sustainable development of The Progress Centre, even if Pupil Premium funding is limited or reduced.

Key contact for more information:

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Stanton School



Total number of pupils: 199,
Year groups 3 - 6 (2013/2014)
Pupils supported by the Pupil Premium:
81

What have been the key actions to maximise the allocated Pupil Premium funding?

81 pupils are currently eligible for the Pupil Premium at Stanton School, which equates to 42%. Funding has been directed to employ additional teachers and two learning mentors to keep class sizes small – the current average class size is 22 – to ensure that pupils are supported both in and outside of the classroom and to provide one-to-one tuition to raise attainment in English and maths to a level in line with their peers.

The school has implemented the four 'Read Write Inc.' programmes (phonics, literacy and language, spelling and fresh start) and the 'Maths Makes Sense' programme to ensure a consistent approach to the teaching and learning of maths and literacy.

How has this had an impact on the achievement and overall attainment of pupils?

The additional support and maths and literacy programmes have contributed to a significant enhancement of the attainment of all pupils. In 2012, the Key Stage 2 SATs results clearly demonstrate these improvements with an increase in the floor target from 43% (2009) to 92% (2012). At the same time, Stanton School had the highest percentage (84%) of Year 6 pupils on Free School Meals; despite this, the school was ranked sixth in the KS2 Performance Tables for Value Added.

The school continues to close the gap between children receiving Free School Meals and those who are looked after, and their peers in English and maths. At Level 5 the gap is just 5% in maths and the school is currently working towards a target of closing the 25% gap in English.

How will the use of the Pupil Premium be developed for 2013/14?

The school's target for 2013/14 is to increase Level 5 writing in Year 6 by providing a programme of exciting writing stimulus including visit to a local zoo and taking target Pupil Premium children on a writing residential workshop to inspire creative writing.

Plans are well underway to improve the computing provision to sustain pupil achievement and further enhance learning and teaching. The ultimate goal is that each pupil at Stanton School will have their own netbook computer to use in the classroom to support the whole curriculum and accelerate their progress, allowing all pupils to access the same opportunities as their peers in and outside of the school.

The new technology will provide a more effective tool for learning that won't be restricted to one or two hours each week in a computing classroom.

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St. Mary's Church of England Primary School



Total number of pupils: 86,
Foundation Stage - Year 6
Pupils supported by the Pupil Premium:
7

What have been the key actions to maximise the allocated Pupil Premium funding?

St. Mary's Church of England Primary School has recruited a number of specialist support staff who work in the classroom and teach pupils away from the main classroom in booster session to provide additional support.

Additional training for TAs and SENcos is provided by via the Numicon programme so that staff are better able to support children from disadvantaged backgrounds.

The school provides pupils with the opportunity to take part in day trips, residential and additional social experiences beyond that for most children to allow for interaction and improved relationships with their peers.

ICT skills have been another focus for the school with the provision of tablet computers to increase the use of technology outside of an ICT classroom.

How has this had an impact on the achievement and overall attainment of pupils?

Over the last two years, the impact of the Pupil Premium has been clearly evident in the academic achievements within KS2. Pupils have attained at least, or have exceeded, the achievements of their peers and gained the expected two levels of progress.

In younger pupils, the development of social well-being has been the main focus alongside encouraging academic achievement, particularly as five of these pupils have a Special Educational Need (SEN). A further three pupils are new to the UK having moved from Ireland and the school is currently monitoring progress to improve their overall attainment.

How will the use of the Pupil Premium be developed for 2013/14?

St. Mary's Church of England Primary School is currently in discussion with Stanton School as an example of good practice to consider ways of improving the success of additional support mechanisms within its relatively small Pupil Premium budget.

Key contact for more information:

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Two Mile Ash School



Total number of pupils: 680,
Year groups 3 - 6
Pupils supported by the Pupil Premium:
273

What have been the key actions to maximise the allocated Pupil Premium funding?

Promoting and ensuring every child reaches their full potential is paramount to Two Mile Ash and consistency in progress and achievement for all pupils is embedded throughout the school. The use of Pupil Premium is reflected in the school's belief that no one child is the same and therefore a wide variety of provisions tailored to meet the individual needs each pupil are used. These varied approaches include direct approaches to 'narrowing the gap' and other more creative interventions, to encourage both academic achievement and enhance each pupil's emotional and social well-being.

Some of the activities and initiatives include: funding towards a specialist unit; smaller set groups; specialist staff

including Educational Psychologist, speech and language therapist, therapeutic support worker, learning mentor and behavioural specialist worker; many different academic and social and emotional intervention groups; funding for highly engaging activities including music and dance sessions, horse riding and extra-curricular activities, clubs, excursions and trips and eight tablet computers for the Inclusion Department to use with many Pupil Premium and disadvantaged pupils.

The school has a Pupil Premium Governor to challenge and question effectiveness. As a National Leader of Education, the Headteacher also focuses specifically on improving the achievement and attainment of pupils eligible for Pupil Premium funding.

How has this had an impact on the achievement and overall attainment of pupils?

The school evaluates value for money through the scrutiny of analysed data and other additional evidence to ensure the

impact is measured and maximized. 2012 figures demonstrate that 100% of the school's Pupil Premium pupils obtained a Level 4 in English, and 96% a Level 4 in maths. This compares to 98% in English for the rest of their year group and 97% in maths. In relation to teacher assessment data, pupils eligible for FSM exceeded progress in reading, writing and maths and obtained at least the national average.

How will the use of the Pupil Premium be developed for 2013/14?

One of the school's key priorities for Pupil Premium is to implement provision management and evaluate the intervention directly compared to the allocation of funds to ensure maximum value for money and impact. This analysis will subsequently inform future provision, policy, actions and practice. They will continue to explore innovative and creative new interventions to ensure Pupil Premium resources are utilised to the utmost effect. The Strategic Leadership Team will ensure a whole school vision continues to be shared with

all stakeholders in their drive to ensure excellence of standards and provision for Pupil Premium pupils.

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