

**Pupil Premium Strategy: Meadowhead School
September 2020-2021**

Summary Information									
Academic Year	2020/2021	Total PP Budget	451,179.00	Students on Roll	1588	No. of PP students	476	Review Due	October 2022

1. Barriers to future attainment for PP students

A	A greater percentage of disadvantaged children do not make expected progress in Years 7-11. Consequently, the progress of PP children is below the national average for all children.
B	Attendance of PP children is not as high as that of non-PP children, resulting in gaps in children's knowledge, which impacts attainment & progress in GCSE examinations. Rates of persistent absence are also higher for PP children than non-PP children which significantly impacts progress and attainment.
C	Lower aspirations among PP children has resulted in low engagement & less active participation, both in lessons, with homework, & in leadership roles across the school. PP children are less likely to complete and submit their homework, which further impacts attainment and progress in GCSE examinations.
D	A greater percentage of PP children are excluded in Years 7-11 compared to non - PP children which significantly affects progress and attainment.

2. Outcomes

	<i>Desired Outcomes</i>	<i>Success Criteria</i>
A	All PP children will make the same progress as non-PP children	Reduction in the gap between PP & all children in their Progress 8 scores in GCSE examinations in 2021. Reduction in the gap between PP and all children identified as making at least expected progress in all other year groups.
B	PP children to attend school as regularly as non-PP children	Attendance of PP children is at least 95% for each year group. Reduction in the number of PP children who are persistently absent.
C	PP children to participate fully in lessons, complete all homework set & participate in extra-curricular activities.	Improvement in the percentage of PP children engaging in after school enrichment & intervention sessions, as well in leadership roles.
D	PP children to gain as many positive behaviour points as non- PP children	Reduction in the amount of PP children who are excluded.

3. Planned Expenditure					£73,087.36
i. Quality of teaching for all					
Desired outcome	Actions & Approach	Evidence & Rationale of Choice	Implementation Process	Review Date	
<p>A All PP children will make the same progress as non-PP children.</p> <p>B. All PP children to participate fully in lessons, complete all homework set & participate in extracurricular activities.</p>	<p>Improve teaching, and thereby raise achievement, for disadvantaged children, so that the characteristics of underachievement are eradicated, by the following non-negotiable across the school – in every lesson, every day teachers must CATCH: Check the work of disadvantaged children ensuring they are not falling behind by using AfL and high level questioning techniques. Aspire to greatness by having high expectations of what disadvantaged children are capable of achieving. Insisting that work is well presented, accurate, completed to the pupils' best standard and marked in line with the school policy. Talk to every disadvantaged child directly to support vocabulary development, speaking and listening skills. Capture the good by finding appropriate ways to praise and reward disadvantaged children in particular, through the school rewards system. Homework – ensure disadvantaged children understand what is expected of them, have the resources to complete the work and actually complete it. Intervene with support every time the homework isn't completed to a high standard.</p>	<p>Based on EEF research, the CATCH initiative aims to include all PP children meaningfully in lessons & will ensure their full participation. The EEF states feedback (+8 months), 1:1 support (+5 months) & individualised instruction (+3 months) are "high impact" strategies. CATCH aims to ensure this takes place in every lesson for PP children.</p>	<p>Monitoring of CATCH through Lesson Observations, Learning Walks and drop ins.</p> <p>Robust process of book-checks.</p> <p>Training delivered by staff members identified as using CATCH meaningfully.</p> <p>Regular INSET training on CATCH and strategies for teaching PP children.</p>	Termly	
<p>C. Improved attainment in English and Maths of PP children.</p> <p>D. All PP children will make the same</p>	<p>Improving the reading comprehension skills of children:</p> <p>Students read for 20 minutes a day in Years 7, 8 & 9.</p>	<p>The EEF states that focusing on reading comprehension is a "high impact" strategy (+6 months). Accelerated Reader is an evidence-based reading programme that encourages</p>	<p>Reading takes place each day for 20 minutes.</p> <p>NGRT reading tests take place to identify the reading age of Year 7 & 8 students; this will be used to measure progress and impact.</p>	Termly	

<p>progress as non-PP children.</p>		<p>children to become independent readers.</p>	<p>Reading age data will be used to identify students for intervention and extra support in lessons, monitored by a dedicated member of staff in the English Department and Senior Leadership.</p>	
<p>E. All PP children will make the same progress as non-PP children.</p> <p>F. All PP children to participate fully in lessons, complete all homework set & participate in extracurricular activities.</p>	<p>Monitoring & Evaluating the completion of homework: Classcharts will continue to be used to monitor children's completion of homework.</p> <p>Homework Club will run for PP children in the Library after school from 3pm-4pm, with the librarian, Intervention Tutors & homework mentors supporting PP students, who have been targeted by their Heads of Year because they are struggling to complete homework. . While the school is social distancing and year groups are in bubbles, a Homework Club will run in each zone by TAs so that each year group has a dedicated space and resources for homework completion.</p>	<p>The EEF states that setting high quality & effective homework is a "high impact" strategy (+5 months). Peer tutoring is also a "high impact strategy" (+5 months).</p>	<p>Assistant Headteacher oversees the use of Classcharts.</p> <p>Pastoral Teams will work with year groups to overcome barriers to homework completion, using Pupil Premium profiles to record PP children's ability to complete homework outside of school. Heads of Year & Form Tutors identify students who are encouraged to attend regularly.</p> <p>Homework Club runs daily from 3pm-4pm for all students in their year group bubble to support lower year groups with their homework.</p>	<p>Fortnightly monitoring. Termly review.</p>

ii. Targeted Intervention					£162,379.90
Desired outcome	Actions & Approach	Evidence & Rationale of Choice	Implementation Process		
<p>A. Improved attainment in English and Maths of PP children.</p> <p>B. All PP children will make the same progress as non-PP children.</p> <p>D. PP children to attend school as regularly as non-PP children.</p>	<p>Key Stage 3 Spotlight Challenge will identify 10 disadvantaged children each half term in years 7, 8, 9, 10 & 11 for extra intervention and support from Intervention Tutors. Small group & 1:1 support is provided, as well as pastoral support and dedicated intervention Learning Support mentors for attendance & homework issues.</p>	<p>The EEF states that metacognition & self-regulation is a “high impact” strategy (+7 months). Children will also receive immediate feedback and 1:1 tuition in areas of weakness.</p>	<p>10 disadvantaged children from each of years 7, 8, 9, 10 & 11 selected for intensive support led by the Spotlight Challenge Mentors.</p> <p>PP Strategy Group select the children based upon all available data & contextual knowledge of the students.</p> <p>Detailed plans drawn up for all children, with a half-term time bond. These are shared with students.</p>		½ termly
			<p>SLC Mentor liaises with parent and child to discuss targets and the strategies for achieving.</p> <p>Information shared with all staff.</p>		
<p>E. Improved attainment in English and Maths of PP children.</p> <p>F. All PP children will make the same progress as non-PP children.</p>	<p>Enhanced Learning for Year 8 & 9 – additional English, Maths, Science and languages support planned into the timetable.</p>	<p>Specific children are provided with small group additional literacy & Maths support. This helps to secure basic literacy and numeracy in a small group environment. The EEF identifies small group tuition as accelerating progress by 4 months. Furthermore, a reduction in class sizes accelerates progress by +3 months.</p>	<p>Careful selection of children chosen based on prior attainment and progress, in liaison with parents and carers.</p> <p>Specific materials and programmes are tailored to the needs of individual children.</p> <p>Progress is monitored and evaluated.</p>		½ termly

<p>G. Improved attainment in English and Maths of PP children.</p> <p>H. All PP children will make the same progress as non-PP children.</p>	<p>Targeted intervention by Subject Leaders during morning registration for Years 10 & 11 in English, Maths & Science.</p> <p>Targeted Year 11 intervention in ICT & HFWB</p> <p>The National Tutoring programme will be employed to deliver bespoke interventions to children in Years 8-10 to support the most disadvantaged in catching up the learning</p>	<p>EEF demonstrates evidence that reduced class sizes can have a +3 month impact.</p> <p>The EEF states that 1:1 tuition can accelerate progress by +5 months. The programme also aims to increase parental engagement which can accelerate progress by +3 months.</p>	<p>Pupil progress is monitored by Departmental leads in English, Maths & Science.</p> <p>Pupil progress is monitored by subject leads</p> <p>Assistant Headteacher in charge of PP will gather current performance and target data to identify the children who need the most support across Years 8-10. These children will be nominated for the National Tutoring Programme.</p>	<p>Termly</p>
<p>I. PP children to attend school as regularly as non-PP children.</p>	<p>Attendance Officers & Heads of Year closely monitor attendance of all PP children and liaise with parents and outside agencies as appropriate.</p> <p>Heads of Year have a bespoke Pupil Premium Attendance plan for their year group to improve the Pupil Premium attendance percentage & reduce the percentage of persistent absenteeism.</p>	<p>Improving attendance means children have improved continuity with learning, building relationships and avoids gaps in learning.</p>	<p>The Attendance Officer:</p> <ul style="list-style-type: none"> • Monitors attendance data daily • Identifies concerns • Liaises with outside agencies, Heads of Year & parents. <p>Truancy calls are sent every day and responses monitored and acted upon.</p> <p>Meetings with the Headteacher are incorporated into the hierarchy of warnings for those disadvantaged children who have high rates of persistent absence.</p> <p>Pupil Premium Attendance plans and budgets will be monitored by Senior Leadership links to specific year groups. Plans will be reviewed and evaluated termly with the Headteacher.</p>	<p>Daily</p> <p>Daily</p> <p>Termly</p> <p>Termly</p>

J. All PP children will make the same progress as non PP students.	Targeted intervention sessions for Year 11 children.	Small group intervention sessions will allow for individualised support and	Heads of Department & Senior Leadership mentors identify Pupil	Termly
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<p>Senior Leadership mentors are allocated to Year 11 Pupil Premium children</p> <p>Adopt a child initiative implemented, Middle Leaders and key staff support and mentor Y11 students.</p> <p>Revision Guides are bought for Pupil Premium children.</p> <p>All PP children have a 1:1 meeting with an independent careers advisor to support their options choices for Post-16</p>	<p>Immediate feedback in a small group setting, which are identified as “high impact” strategies in the EEF.</p> <p>Senior Leadership mentors will provide social and emotional support for students, as well as meta-cognition & study support.</p> <p>Revision guides will ensure that Pupil Premium children have access to the same resources as all students.</p> <p>Providing children with these revision guides removes significant barriers to learning; without appropriate revision material, children may not be able to revise effectively.</p> <p>Providing PP children with independent careers advice will support them in making informed decisions about their Post-16 choices. It will also support them in raising aspirations for their futures by giving them detailed information about their Post-16 options.</p>	<p>Premium children for intervention, which is coordinated by the Assistant Headteacher. Interventions are re-allocated based on the outcomes of the mock exams.</p> <p>Attendance at these sessions is monitored and is communicated to parents & Senior Leadership mentors.</p> <p>A member of Senior Leadership and Middle Leadership is linked to each PP Year 11 child in September.</p> <p>Timetabled meetings take place fortnightly to discuss revision, organisation and study skills.</p> <p>Revision guides are ordered in September and their use is monitored by the Senior Leadership and Adopt a Child Mentor.</p> <p>The Careers & Development Manager (CEV) organises 1:1 sessions during the Autumn Term. Before this session, the PP child will fill out a questionnaire about their plans for Post-16. Using this questionnaire as a starting point for discussion, the child will meet with the The CDM, after which they will be provided with a detailed action plan about their options for Post-16</p>	
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iii. Other Actions & Approaches				£300,748.72
Desired outcome	Actions & Approach	Evidence & Rationale of Choice	Implementation Process	
<p>A. All PP children will make the same progress as non-PP children.</p> <p>B. All PP children to participate fully in lessons, complete all homework set & participate in extracurricular activities.</p>	<p>Internal and external behaviour support, using the; Internal Exclusion Room, Engagement centre, Child Protection Team, Behaviour Support Manager and Pastoral Managers to ensure that children feel supported in school and confident to attend.</p> <p>Individualised behaviour support plans (My plan) will offer a period of intensive support and guidance for PP children who are getting a disproportionate amount of behaviour points, both inside and outside of class.</p> <p>Key Stage 3 Student Leadership roles are given to Pupil Premium children in all Years to promote engagement in wider school life.</p>	<p>According to the EEF, social and emotional support can accelerate progress by 4 months.</p> <p>According to the EEF, sustained programmes of support from 2-6 months provide children with a greater opportunity to achieve long-lasting results.</p>	<p>80% of liaison time with these external and internal agencies will be with PP children. This will be organised on a termly basis, based on the behaviour & pastoral data of children.</p> <p>The Heads of Year & Assistant Headteacher in charge of Behaviour make a referral for a PP child who is struggling with their behaviour. A formal meeting with Head of Year, Assistant Headteacher, parent and child takes place. Clear SMART targets are set with a timeline, using an Individual Support Plan for a period of 12 weeks, which is reviewed at the halfway stage. Various support strategies are put in place to support the child over the course of the 12 weeks, including specific classroom management strategies for teachers and behaviour support with external agencies where appropriate. Targets will be reviewed at the end of the programme, using behaviour and achievement points as a method of gauging success.</p> <p>Pupil Premium children are given roles of responsibility such as: student voice stakeholders, leadership roles in form time, Student Parliament etc.</p>	<p>½ termly</p> <p>Termly</p> <p>Termly</p>
<p>C. PP children to attend school as</p>	<p>Provision of a wide range of extra-curricular activities are offered. Pastoral teams will monitor, encourage</p>	<p>Evidence states that attendance at enrichment</p>	<p>Close monitoring of attendance at extracurricular activities through pastoral teams and DSH.</p>	<p>Ongoing</p>

<p>regularly as non-PP children.</p>	<p>and secure engagement of Pupil Premium children in these clubs.</p> <p>Equipment and uniform is provided as deemed necessary & appropriate. Payment for necessary trips is made for Pupil Premium children, which will enhance learning in the individual subjects.</p> <p>Year 6 Summer School takes place in the Summer before Pupil Premium children start in Year 7 to aid transition into Secondary School.</p>	<p>activities has a positive impact on academic achievement. It also demonstrates the school's ethos. 'Providing a wide range of experiences where students can develop their interests, find new skills and enjoy learning beyond the classroom'.</p> <p>Providing children with equipment, uniform & trips removes significant barriers to learning. Without appropriate equipment or attendance on these trips, children are unable to complete tasks and learn effectively. Providing appropriate equipment and uniform raises self-esteem and reduces anxiety.</p>	<p>Assemblies will promote clubs and activities, as well as a "Fresher's Fair" for Year 7 to introduce them to the various clubs in the school.</p> <p>There is a request system for necessary IT equipment and uniform, which is overseen by the School Business Manager, Finance and Assistant Headteacher.</p>	
<p>D. All PP children will make the same progress as non-PP children.</p> <p>E. PP children to attend school as regularly as non-PP children.</p>	<p>Leadership secure the engagement of parents to support their child's learning.</p> <p>Family support is offered through pastoral teams and designated safeguarding lead.</p> <p>The Assistant Headteacher meets with all Spotlight Challenge children each term to get their views on</p>	<p>The EEF state that two very recent studies has found that improving parental engagement can lead to a +3 month impact.</p> <p>PP children will feel like their needs are being met specifically and that they are</p>	<p>The Heads of Year and the safeguarding team offer support as and when is necessary on an individualised basis Clear actions are identified through research and past successes. Mapping of parental engagement is created.</p> <p>Communication with parents and staff so all are well-informed. Emails, text messages, virtual meetings. Parental survey circulated to gauge barriers and inform practice to support children and families moving forwards.</p> <p>Close monitoring of engagement and subsequent impact.</p>	<p>Termly</p> <p>Termly</p>

	<p>how best to support their learning; how they complete their homework & what aspirations they have for the future to inform further provision mapping for Pupil Premium throughout the year.</p>	<p>being listened to by the school, which will improve confidence children to take charge of their education& self-esteem.</p> <p>Student voice inspires and empowers</p>	<p>PP children are invited to a small group discussion & lunch with the Assistant Headteacher. Discussions are had regarding how best to support children in lessons, what they struggle with in lessons. A questionnaire is shared with students to gauge participation in the SLC and to gather data re barriers faced and how to address these. What outside interests they have, how they complete their homework & what hopes they have for the future. Children also write down their individual responses to these questions and these form the basis of Pupil Premium profiles, which offer teachers strategies for support in lessons for each PP child so that their needs are being met</p>	
<p>F. All PP children to participate fully in lessons, complete all homework set & participate in extracurricular activities.</p>	<p>Widening Participation in partnership with Sheffield University and Trust members, which includes:</p> <ul style="list-style-type: none"> • In school/virtual careers talks • Skills Fairs • College Taster Days and information events <p>Meadowhead School Academy Trust has a dedicated careers provision map, which supports Pupil Premium children in deciding their careers and becoming informed about the various opportunities available to them after they leave school. The provision offers support through:</p> <ul style="list-style-type: none"> - PSHE lessons - Assemblies - Tutor time activities - Events and trips 	<p>The school recognises the importance of education students in the world of work and provides opportunities to do this, thereby raising the aspirations of Pupil Premium children.</p>	<p>The Assistant Headteacher with responsibility for Careers (DSH) oversees the provision, working closely with the schools Careers Officer (CEV) & the University of Sheffield's Widening Participation programme.</p>	<p>Termly</p>