

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Meadowhead School
Number of pupils in school	1919
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Kam Grewal-Joy Headteacher.
Pupil premium lead	Helen Weeks - Assistant Headteacher
Governor / Trustee lead	Emma Cobbold & Rachel Gora

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£421,155.00
Recovery premium funding allocation this academic year	£68,440.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£489,595.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our aims are to close the disadvantaged attainment gaps that have been exacerbated by the pandemic and support all pupils to achieve.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach with a focus on areas which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for recovery, notably in its targeted support through our detailed Pupil Personal Development and Enrichment program.

Our approach will be responsive to regular feedback, assessment to identify any trends as well as support individuals. We aim to empower and train all staff to understand the impact of disadvantage on pupils' learning habits in order to address some common challenges faced by disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. (CATCH – Capture, Aspire, Talk, Celebrate, Homework)
- act early to intervene at the point need is identified.
- ensure all pupils to be stretched and challenged.
- raise the profile of reading/literacy using a disciplinary approach to vocabulary across the curriculum
- focus on attitudes to learning and positive behaviours through the pupil Personal Development program and tracking and monitoring Reporting Point data.
- use targeted personalised interventions (academic and behaviour)
- promote and encourage attendance to extra-curricular clubs and enrichment activities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Lower than expected progress and attainment in English & Maths.</p> <p>Maths assessments on entry to Y7 indicate that 64% of our disadvantaged pupils arrive below age-related expectations compared to 35% of their non-disadvantaged peers.</p> <p>English assessments on entry to Y7 indicate that 55% of disadvantaged pupils arrive below age-related expectations. Compared to 22% of their non-disadvantaged peers.</p>
2	<p>Lower than expected reading ages (below age related expectations) across all Y7 pupils.</p> <p>Reading assessments Autumn 2021 indicate that 58% of all Y7 pupils have a reading age lower than their chronological age. 78% of the disadvantaged cohort have reading ages below their chronological age compared with 49% of the non-disadvantaged cohort.</p> <p>There are 111 pupils across Y7 who are at least three chronological years below age-related expectations, 42% of these are disadvantaged pupils.</p>
3	<p>Lower scores in Attitudes to Learning – Effort, Behaviour and homework. Our observations and data shows that a higher proportion of lower attaining disadvantaged pupils lack good learning behaviours. In particular, these pupils have less developed metacognitive / self-regulation strategies which is most evident when they are faced with challenging work. Subsequently pupils lack the confidence and motivation to complete work at home. This is common occurrence across the curriculum.</p>
4	<p>Lower than expected attendance to extra-curricular clubs and enrichment activities. The pandemic has exacerbated these issues but we have observed a notable difference in attendance between disadvantaged and non-disadvantaged pupils.</p>
5	<p>Lower than expected attendance and higher rates of persistent absence.</p> <p>Our attendance data indicates that attendance among disadvantaged pupils have been between 5-10% lower than for non-disadvantaged pupils pre-pandemic.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS3, KS4 & KS5	<ul style="list-style-type: none"> • KS3 ATL 85% good or better • KS3 85% of students on track • KS4 A8 average at least grade 4 • 100% Spotlight targets met
Improved reading comprehension among disadvantaged pupils in Year 7.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <ul style="list-style-type: none"> • 100% to improve their Reading Age • 75% pupils to improve by at least one year.
Improved attitudes to learning and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Attitude to learning data, teacher reports and class observations suggest disadvantaged pupils are better able to monitor and regulate their own learning.</p> <p>This finding is supported by homework completion rates across all classes and subjects.</p> <p>ATL 85% good or better for all year grps.</p> <p>All behaviour related data shows termly improvements:</p> <p>C data, (negative behaviour points)</p> <p>Rewards data</p> <p>Exclusion data</p> <p>H1 data</p>
Improved attendance to extra-curricular and enrichment clubs.	<p>>10% increase in attendance to extra-curricular and enrichment clubs</p>
Increase attendance and reduce persistent absence.	<p>Attendance >85%</p> <p>Persistent absence reduced by >5%</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,436.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement CATCH – quality First Teaching	100% of staff are using CATCH	1,2,3
Increase reading ages in Y7. Literacy interventions and lessons targeting pupils with RAs below chronological age.	Y7 100% increase reading age	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £223,897.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spotlight Challenge: 10 students selected to receive weekly mentoring against set targets.	100% of pupils meet targets	1,2,3
Extra teaching hours/KS3 & KS4 engagement Centre Y7 EBACC 22 hours Y8 Maths 6 hours Y9 EBACC 48 hours Core Support in KS4 Maths & English 22 hours KS4 Geography & History 6 hours	KS3 ATL 85% good or better KS3 85% of students on track KS4 A8 average at least grade 4	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 312,193.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of student personal-development program across the curriculum, including form time	Increased number of pupils involved in leadership opportunities Increased number of pupils take part in extracurricular activities. KS3 ATL 85% good or better Reduction in NEETs	3
Implement a range of strategies to increase attendance and reduce persistent absence involving school education welfare officers, learning support mentors, alternative provision and in school adjustments to the curriculum.	Within the context of the pandemic Attendance >90% Persistent absence reduction by 5%	5
KS3 & KS4 engagement centre interventions in place for students at high risk of exclusion.	5% reduction in exclusions	3
Emotional regulation and wellbeing support from Learning Support Mentors	All behaviour related data shows termly improvements: C data, (negative behaviour points) Rewards data Exclusion data H1 data	3
Promote the attendance to extracurricular activities and enrichment clubs using incentives/rewards, spotlight challenge and mentoring initiatives.	>10% increase in uptake to extra-curricular clubs & enrichment clubs	4

Total budgeted cost: £566,527.04

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired outcomes for 2020-2021 below:

- All PP pupils will make the same progress as non-PP pupils
- PP pupils to attend school as regularly as non-PP pupils
- PP pupils to participate fully in lessons, complete all homework set and participate in extra-curricular activities.
- PP Pupils to gain as many positive points as non-PP pupils.

Due to the pandemic our normal ways of working, teaching, learning, assessing and quality assurance processes were highly disrupted especially with two lockdowns. Unfortunately the gaps have widened between our disadvantaged and non-disadvantaged pupils.

GCSE outcomes

The attainment gap between disadvantaged and non-disadvantaged increased due to the bigger improvements made by non-disadvantaged.

The impact of COVID-19 for the 2021 disadvantaged cohort is seen in the attainment data and gaps between disadvantages and non-disadvantaged. Attainment 8 for disadvantaged pupils dipped to 3.56 and the non-disadvantaged cohort saw a significant jump to 5.57 from 5.45. Throughout the pandemic, school closures, lack of engagement with remote learning, inconsistent routines and expectations in the home unfortunately had a huge impact on our disadvantaged pupils and their outcomes.

Year 11 Destinations

6 pupils were NEET (Not in education, employment or training), 5 of these were disadvantaged pupils. Two pupils were in the engagement centre; one was a poor attender; and two were in alternative provision. Despite interventions from external agencies (social care, CYT, CILS) and constant support from school, poor attendance, poor mental health/anxiety, bereavement and unstable home environments had a negative impact on these pupils.

Our engagement centre is a specialist provision for the pupils with the highest needs. The pupils placed in the engagement centre are at most risk of permanent exclusion. However, due to this targeted intervention all eleven disadvantaged pupils in the

engagement centre left school with between five and seven GCSE qualifications, which is a significant success. This provision was available and open throughout the school closure.

13 disadvantaged students (Y13) secured a place at University. Three of these students were first generation. Disadvantaged students have continued to achieve well in the Sixth Form despite the pandemic.

Attendance

Improving attendance within the context of the pandemic has been incredibly challenging in the last two years. The attendance last year for disadvantaged pupils was 82% compared to 92% for non-disadvantaged pupils. An 8% decrease in attendance from 2020.

In the table below we tracked pupils who physically attended school during the school closure starting 11th January. The numbers of disadvantaged pupils in school increased throughout this time and reflects the cohorts in terms of vulnerability and numbers of disadvantaged pupils with a social worker. The proportion of disadvantaged pupils who attended school during lockdown approximately doubled compared to the wider representation in the whole school cohort.

2. PP Students

Year Group	11th Jan	12th Jan	13th Jan	14th Jan	15th Jan	18th Jan	19th Jan	20th Jan	21st Jan	22nd Jan	25th Jan	26th Jan	27th Jan	28th Jan	29th Jan
7	13	16	18	15	0	16	19	22	18	17	15	20	19	18	17
8	12	14	15	14	0	11	14	15	14	12	12	17	15	16	14
9	9	11	11	8	0	11	15	11	13	11	12	11	12	12	12
10	6	6	8	5	0	6	6	9	8	9	8	8	7	6	9
11	6	5	5	5	0	4	4	4	2	1	5	5	8	9	5
12/13	0	0	3	5	0	3	3	3	4	4	4	5	4	3	4
Daily Total	46	52	60	52	0	51	61	64	59	54	56	66	65	64	61

% of students in attendance that are PP (School average PP = 28%)

11th Jan	12th Jan	13th Jan	14th Jan	15th Jan	18th Jan	19th Jan	20th Jan	21st Jan	22nd Jan	25th Jan	26th Jan	27th Jan	28th Jan	29th Jan
53%	36%	45%	48%		38%	47%	50%	48%	53%	51%	50%	49%	54%	54%

Comment: The proportion of PP students in school is around twice their representation in the wider school cohort. This is due to PP students often being in vulnerable or SEN categories.

We made regular wellbeing calls to all our disadvantaged pupils throughout the pandemic with a focus on those with a social worker or those in a vulnerable category requiring home visits to ensure pupils were safeguarded whilst not in school.

IT Provision

In order to support pupils' access to remote learning we worked closely with families to ascertain whether they required a laptop. Out of the 224 laptops distributed 153 of them were for disadvantaged pupils (68%). This strategy was vital in allowing disadvantaged pupils who had no IT access to continue their learning.

Attitudes to learning Y7, Y8 & Y9.

We tracked good and outstanding attitudes to learning last year across Y7, Y8 and Y9.

- **Y7 Effort** - D 91% and ND 97%, average 94%. (6% gap)
- **Y8 Effort** – D 84.3% and ND 96%, average 92% (11.7% gap)
- **Y9 Effort** – D 79.8% and ND 71%, average 88% (8.8% gap)

Year 7 disadvantaged (D) pupils had the best attitudes to learning scores out of all KS3 with a narrow gap of 6%. Y8 had the largest gap between D and non-disadvantaged (ND) pupils of 11.7%. Interestingly, they have the largest percentage of disadvantaged pupils in school (38%). However, Y8 had a marginally greater number of pupils closer to the average (7.7%) than Y9 pupils (8.2%). The Y9 data was considerably lower for both D and ND pupils as well as Y7 & Y9.

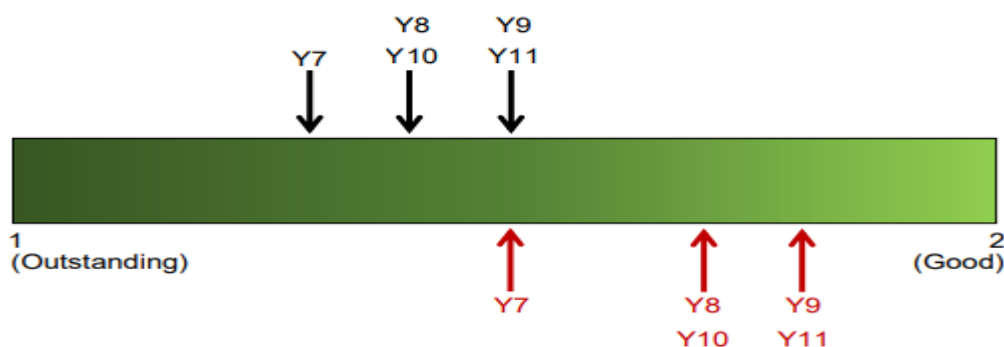
Attitudes to Learning during lockdown

We collected reporting point 2 data from teachers during the second term of the 2020 – 2021 school year. We focused on this period, as it is where the most in-school learning was lost due to the national lockdown. During the second term, the vast majority of pupils received 9 weeks of online teaching. Reporting to families during this term was a greater challenge than usual. We focused particularly on the Attitudes to Learning of Effort and Homework (remote learning or access to work in school)

Effort (The black arrows denote non-disadvantaged (NPP) the red arrows denote the disadvantaged (PP) pupils).

Category 1: Effort

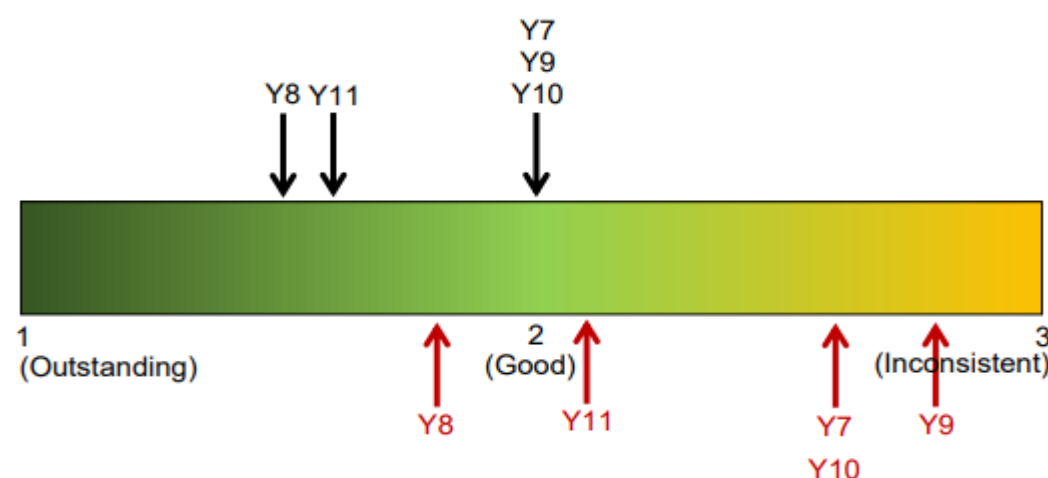
	Year 7	Year 8	Year 9	Year 10	Year 11
PP	1.5	1.7	1.8	1.7	1.8
NPP	1.3	1.4	1.5	1.4	1.5
Difference	+0.2	+0.3	+0.3	+0.3	+ 0.3



Although the non-disadvantaged pupils demonstrated a higher number of good or outstanding effort grades, our disadvantaged pupils did quite well in comparison. These are pleasing results.

Category 3: Homework in-school (Y11, Y8, Y9) Homework online (Y7/ Y10)

	Year 7	Year 8	Year 9	Year 10	Year 11
PP	2.7	1.8	2.8	2.7	2.1
NPP	2.0	1.5	2.0	2.0	1.6
Difference	+0.7	+0.7	+0.8	+0.7	+0.5



The gaps were greater between disadvantaged and non-disadvantaged with remote learning unfortunately. However, it is pleasing to see Y11 pupils engaging with online learning; they were obviously concerned about their GCSE studies. Y8 & Y11 scored more highly than the other year groups in both groups, however our disadvantaged Y7, Y10 & Y9 pupils really struggled to engage with remote learning.

Overall Results

92% of non-disadvantaged (ND) pupils deemed to have good or better effort levels across all subjects, in comparison to 83% of the disadvantaged (D) pupils as reported in July 2021 at the end of Key Stage 3.

In 2020, the gap was 5%.

ND – 93% and D – 88%.

Subjects where there was the lowest recorded effort were English, Maths, Science, History (all below 80%). However there were notable successes in French, German, Ethics, HFWB and Music where over 90% of pupils were graded as good or outstanding.

The subjects requiring written skills and those where pupils have 2+ lessons each week were more likely to indicate that pupils did not exhibit good or better levels of effort.

The challenges of lockdown teaching appear to have exacerbated this. Causes are;

- Gaps in prior knowledge
- Poor previous working practises
- Poor literacy skills
- Support and challenge outside of school
- Aspirations and self determination
- Resilience

Remote Learning

Remote learning was monitored instead of homework and no extra-curricular clubs took place due to Public Health Sheffield guidance. We adapted our policy to ensure that pupils who logged on remotely would receive an R1. The data below shows the % of pupils not accessing remote learning/live lessons.

Table 1 -The number and % of students in Y7-11 **not** accessing remote learning (live lessons):

		Week 17		Week 18			Week 19			Week 20		
	NOR	No. pupils	% of year gp	No. pupils	% of year gp	% PPG	No. pupils	% of year gp	% PPG	No. pupils	% of year gp	% PPG
Y7	312	6	1.9%	7	2.2%	57%	8	2.6%	75%	6	1.9%	66%
Y8	324	18	5.6%	21	6.5%	62%	22	6.8%	55%	25	7.7%	68%
Y9	325	26	8%	27	8.3%	63%	29	8.9%	72%	35	10.8%	68%
Y10	328	9	2.7%	19	5.8%	68%	19	5.8%	74%	20	6.1%	65%
Y11	318	10	3.1%	15	4.7%	80%	13	3.8%	83%	12	3.7%	75%
	1607	= 59	4.3%	= 89	5.5%	66%	= 91	5.6%	72%	=98	6.0%	68%

Average % of pupils not engaging in live lessons during weeks 17-20 = 5.35%

Table 2 - The average engagement in live lessons by year group:

	Avg non-engagement (%)	Avg % PPG
Y7	2.2%	66%
Y8	6.7%	62%
Y9	9%	68%
Y10	5.1%	69%
Y11	3.8%	78%

Disadvantaged pupils account for two-thirds of pupils with 0 engagement in live lessons. Although non engagement levels appear to be low in the data collected, teachers noted that many pupils became passive in their learning and even though they were logging on, they were not fully taking part in the live lessons. This was particularly noticeable in the lack of work that was uploaded by disadvantaged students.

Attitude to Learning – Behaviour

The data below shows the pupils who received either good or outstanding behaviour scores on their reports. The data is a combination across the total year and represents all three terms. Although there are slight gaps between disadvantaged and non-disadvantage in all three years groups, the scores are quite high and Y7 had the closest gap of 7%. There was a 9% gap between disadvantaged and non-disadvantaged pupils in both Y8 and Y9. All disadvantaged pupils across all three year groups had a low percentage difference between data shown and the average combined good or outstanding scores which is pleasing. Y7- 4% lower than average, Y8 - 6% lower than average, Y9 - 5% lower than average.

- **Y7 - 90% D, 97% ND average 94% (7% gap)**
- **Y8 - 87% D, 96%ND, average 93% (9% gap)**

- **Y9 - 82% D, 91% ND, average 87% (9% gap)**

Disadvantaged pupils received fewer rewards than non-disadvantaged pupils linked to remote learning and engagement. Disadvantaged pupils were awarded 68,508 positive behaviour points last year as opposed to their non-disadvantaged peers who were awarded 219,909. A difference of 151,401 behaviour points awarded.

Due to school closures, the exclusion data cannot be directly compared to the previous academic year, there were 85, 1 x day exclusions in total and 67 days were for disadvantaged pupils. Disadvantaged pupils are still over-represented in exclusion data.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The current Headteacher has been in post since September 2018 when the school was deemed good. The school was inspected in November 2018 leading to a Requires Improvement outcome. Outcomes at that time for disadvantaged pupils were worryingly low. Changes in staffing led to revised leadership for disadvantaged pupils. A priority for the school since 2018 has been improving the outcomes of disadvantaged pupils. This comes not only as a consequence of their last inspection – 2018, when a recommendation for a pupil premium review was made, but also by leaders, who were new to the school at the time, who recognised that the outcomes for disadvantaged pupils were not good enough.

Following changes, good gains for all pupils, but particularly disadvantaged were made during 2018 / 2019 yet the impact of COVID-19 has had significant impact on further progress being made. In 2019, 42% of pupils achieved grade 5+ in English and Maths with an attainment 8 score of 47.2 with 15% of disadvantaged pupils achieved grade 5+ in English and Maths with an attainment 8 score of 36.2. Progress 8 score for all in 2019 was average at 0.1 with 46% of pupils entering the EBacc – above the local and national average. Progress 8 score for disadvantaged was -0.21. Trends over time show an improving picture from 2017 to 2019. This trend would have continued based on internal data in 2020.

From internal 2021 data, 92% of non-disadvantaged pupils deemed to have good or better effort levels across all subjects, in comparison to 83% of the disadvantaged pupils. Outcomes for disadvantaged pupils saw a significant improvement (P8 -0.2 from P8-0.74) in 2019. The gap was reduced considerably between disadvantaged pupils and their peers due to effective targeting of resources. Progress of boys and pupils with SEND also improved in 2019. Although attainment for disadvantaged pupils improved further in 2020 (A8 3.97 from A8 3.62) the attainment gap between disadvantaged and non-disadvantaged increased due to the bigger improvements made by non-disadvantaged. The impact of COVID-19 for the 2021 disadvantaged cohort is seen in the attainment data and gaps between disadvantaged and non-disadvantaged. Attainment 8 for disadvantaged pupils dipped to 3.56 and the non-disadvantaged cohort saw a significant jump to 5.57 from 5.45 in 2020. Girls outperform boys.

The national tutor programme was implemented in the summer term for years 9 and 10. The online tutoring was less successful for the disadvantaged cohort than their peers. Disadvantaged pupils' attendance to online lessons was less reliable and the full impact of the tuition was not realised. The changes to the programme for 2021-22 have been well received and are showing better engagement. School led tutoring is proving to be better suited for the disadvantaged learners.