

Pupil premium strategy statement Year 2

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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%(2021) 34% (2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2023
Statement authorised by	Kam Grewal-Joy Headteacher.
Pupil premium lead	Vacant post till Easter 2023 Assistant Headteacher
Governor / Trustee lead	Peter Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£490,038.00
Recovery premium funding allocation this academic year	£137,172
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	£627,210

Part A: Pupil premium strategy plan

Statement of intent

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

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, 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 students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

Our strategy is also integral to wider school plans for recovery, notably in its targeted support through our detailed Student 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 students' learning habits in order to address some common challenges faced by disadvantaged students. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged students' 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 students 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 Personal Development programme 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 students.

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 45% of our disadvantaged students arrive below age-related expectations compared to 17% of their non-disadvantaged peers.</p> <p>English assessments on entry to Y7 indicate that 35% of disadvantage students arrive below age-related expectations. Compared to 13% of their non-disadvantaged peers.</p>
2	<p>Lower than expected reading ages (below age related expectations) across all Y7 students.</p> <p>Reading assessments Autumn 2022 indicate that 50% of all Y7 students have a reading age lower than their chronological age. 73% of the disadvantaged cohort have reading ages below their chronological age compared with 38% of the non-disadvantaged cohort.</p> <p>There are 105 students across Y7 who have a reading age below 10 years, 55% of these are from a disadvantaged background.</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 students lack good learning behaviours. In particular, these students have less developed metacognitive / self-regulation strategies which is most evident when they are faced with challenging work. Subsequently students 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 disadvantage and non-disadvantage students.</p>
5	<p>Lower than expected attendance and higher rates of persistent absence.</p> <p>Our attendance data indicates that attendance gap between disadvantage and non-disadvantage is approximately 10%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' 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 students across the curriculum at the end of KS3 & KS4	<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 • KS4 progress > national average • 100% Spotlight targets met
Improved reading comprehension among disadvantaged students in Year 7.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <ul style="list-style-type: none"> • 100% to improve their Reading Age
Improved attitudes to learning and self-regulatory skills among disadvantaged students across all subjects.	<p>Attitude to learning data, teacher reports and class observations suggest disadvantaged students 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>
Improved attendance to extra-curricular and enrichment clubs	>10% increase in attendance to extra-curricular and enrichment clubs
Increase attendance and reduce persistent attendance	<p>Attendance >85%</p> <p>Persistent absence reduced by >5%</p>
Reduction in NEETs post 16	<p>All Y10 students successfully complete WEX</p> <p>All students have at least one careers interview in Y11 to discuss post 16</p> <p>All Y11/13 next destination plans in place</p> <p>0% NEETs</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: £152,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement CATCH – quality First Teaching	100% of staff are using CATCH This strategy highly focusses on providing students with high quality feedback in lessons. EEF toolkit: Feedback	1,2,3
Increase reading ages in Y7. Literacy interventions and lessons targeting students with RAs below chronological age.	Y7 100% increase reading age This strategy highly focusses on improving students reading skills EEF toolkit: Reading comprehension strategies	2

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

Budgeted cost: £258,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spotlight Challenge: 10 students selected to receive weekly mentoring against set targets. Spotlight mentoring staffing	100% of students meet targets	1,2,3
Extra teaching hours/KS3 & KS4 engagement Centre Additional KS3 staffing Year 9 EBACC (Eng 4, Ma 3, Sc 4, Hi 2, Gg 2, MFL 1) x 3 Year 8 EBACC (Eng 3, Ma 3, Sc 3, Hi 2, Gg 2, MFL 1) x 3 Year 7 EBACC (Eng 3, Ma 3, Sc 3, Hi 2, Gg 2, MFL 1) x 3 Y7 Eng (Gp 6) (Eng 3) x3 KS3 Literacy (9 tchg hours, 9RWE, 9 TA) Additional KS4 staffing KS4 BTEC Sport (5 hours) Science (5 hours) Core Support (Sc 5hours)	<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 Smaller class sizes enables teachers to provide better quality of support, intervention and feedback in lessons EEF toolkit: Feedback EEF toolkit: Reading comprehension strategies EEF: small group tuition	1,2,3

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

Budgeted cost: £ 380,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of student personal-development program across the curriculum, including form time	<p>Increased number of students involved in leadership opportunities</p> <p>Increased number of students take part in extra-curricular activities.</p> <p>KS3 ATL 85% good or better</p> <p>Reduction in NEETs</p> <p>This strategy focuses on the wider development of learners</p> <p>EEF: Metacognition and self-regulation</p> <p>EEF: Social and emotional learning</p> <p>EEF: Behaviour interventions</p> <p>EEF: Arts participation & Physical Activity</p> <p>EEF: TA interventions</p>	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.	<p>Within the context of the pandemic</p> <p>Attendance >90%</p> <p>Persistent absence reduction by 5%</p> <p>EEF: Social and emotional learning</p> <p>EEF: Behaviour interventions</p> <p>EEF: TA interventions</p> <p>EEF: one to one tuition</p> <p>EEF: small group tuition</p>	5
KS3 & KS4 engagement centre interventions in place for students at high risk of exclusion.	<p>5% reduction in exclusions</p> <p>EEF: Social and emotional learning</p> <p>EEF: Behaviour interventions</p> <p>EEF: small group tuition</p>	3
Emotional regulation and wellbeing support from Learning Support Mentors	<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>EEF: Social and emotional learning</p> <p>EEF: Behaviour interventions</p>	3
Promote the attendance to extracurricular activities and enrichment clubs using incentives/rewards, spotlight challenge and mentoring initiatives.	<p>>10% increase in uptake to extra- curricular clubs & enrichment clubs</p> <p>EEF: Social and emotional learning</p> <p>EEF: Behaviour interventions</p> <p>EEF: Arts participation & Physical Activity</p>	4

Total budgeted cost: £791,968

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 students in the 2021-22 academic year.

1. Improved attainment among disadvantaged students across the curriculum at the end of KS3 & KS4

Progress and attainment at KS4

Strong progress over time is well evidenced in the 2022 Key stage 4 outcomes for disadvantaged learners. The school has seen improvements across most measures and most importantly, the increases seen in students' grade quality have provided greater choices with post 16 options. Students from across the ability range have achieved results that are a credit to them showing good progress.

	Meadowhead	National
% grade 5+ in EM	36%	29.5%
% grade 4+ in EM	51%	
A8 score	41.3	37.5
Ebacc APS	3.43	3.19

Progress at the end of Key Stage 3

Due to disruptions caused by the pandemic, we accept that KS3 data is not as robust as we would like it to be. Historically KS4 methodology has been used to report progress at KS3 which has not given an accurate reflection of students' progress on the learnt curriculum. Changes have been made for 2022-23 which should provide a more accurate picture of what students have learnt over time.

Percentage of students with most likely grade (MLG) on or above their target grade for (Ebacc) subjects and on track for (Non Ebacc)

	Year 8 RP3		Year 9 RP3	
	D	ND	D	ND
Non Ebacc	81%	92%	83%	94%
Ebacc	39%	61%	44%	69%
All subjects	59%	76%	62%	80%

2. Improved reading comprehension among disadvantaged students in Year 7

Year 7 2021-22 Reading Ages

Reading Age	D	ND
11+	17%	47%
10-11	30%	22%
<10	53%	31%

Year 8 2022 (Retest) Reading ages

Reading Age	D	ND
11+	38%	54%
10-11	21%	23%
<10	42%	23%

Reading ages have improved for disadvantaged learners. Greater percentage of students have a reading age of 11+ after a year of interventions and fewer have a reading age below 10.

3. Improved attitudes to learning and self-regulatory skills among disadvantaged students across all subjects.

Disadvantaged learners continue to be over represented in exclusion data. However, the Engagement Centres have been effective in reducing permanent exclusions at both Key Stages.

The introduction of the RESET room has reduced the number of students referred to the internal suspension room.

SUMMER 2022 ATL data % of grades awarded that were good or better

	Disadvantaged	Non Disadvantaged
Y7 RP3	85%	94%
Y8 RP3	80%	93%
Y9 RP3	85%	94%
Y10 RP3	78%	88%

4. Improved attendance to extra-curricular/enrichment clubs and NTP

Tracking after school attendance to clubs is an area of the school's work which requires improvement. An enrichment officer post has been created to oversee all extracurricular activities which we hope will provide targeted support to under represented groups in this area. The last survey completed by students showed that 53% of all disadvantaged learners were engaged in an after-school club. The school recognises that this data is not as robust as we would like it to be and further work is needed.

The NTP initiative has provided a large number of students with after school tuition in the last year. Last year 175 students benefitted from extra tuition across the three terms. 71% of these students were from a disadvantaged background. This equates to a roughly a quarter of the total disadvantaged cohort.

5. Increase attendance and reduce persistent attendance

Attendance for disadvantaged students continues to receive a high profile.

Attendance for week 31 was

Disadvantaged students: 82.6% and Non-disadvantaged: 92.3%

Persistent absence: 28.9%

The overall national average for secondary schools this period was 90.8%

The overall national average for FSM was 89.6% (primary and secondary)

Persistent absence national average was 27%

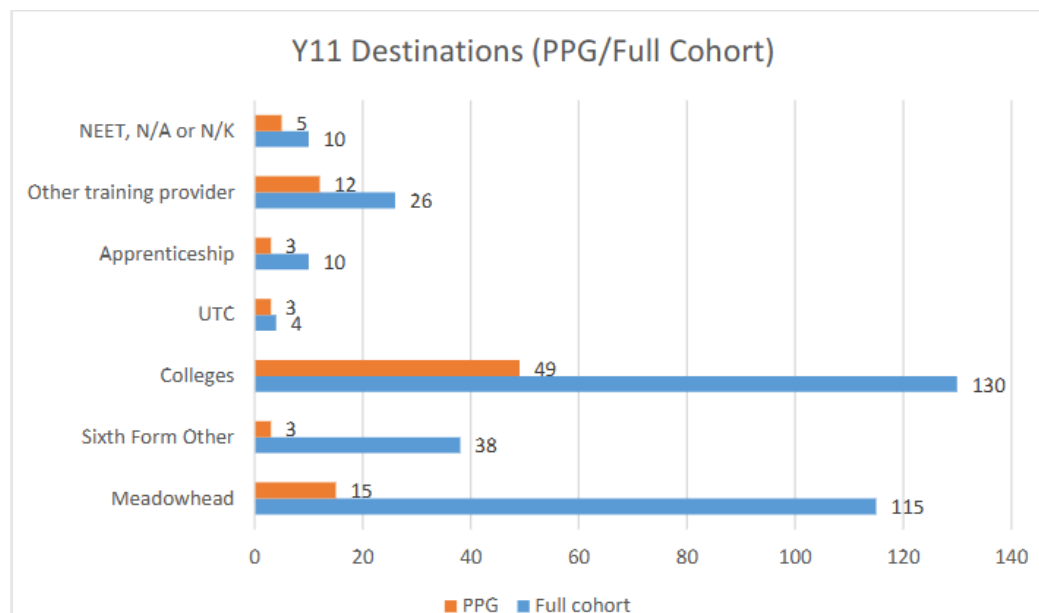
The school has expanded the attendance team, appointing an Attendance Manager and an EBSA officer (Emotionally based school avoidance) to secure early improvements in 2022-23.

5. Reduction in NEETs post 16

All Students

Y11	Education, employment or apprenticeship	Further education	School sixth form	Sixth form college	Other education	Employment	Apprenticeship	Source of data
2022	98%	47%	47%	0%	0%	1%	3%	Y11 LA Activity Survey initial (not sustained data)
2021	98%	37%	55%	X	0%	1%	3%	Y11 LA Activity Survey initial (not sustained data)

6. Disadvantaged Students



Figures correct as of 13 October 2022. 5 NEET students identified of which 2 were in receipt of the Pupil Premium.