

# Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1935
Proportion (%) of pupil premium eligible pupils	34% (2022) 32% (2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Kam Grewal-Joy Headteacher.
Pupil premium lead	Geoff Dearman Assistant Headteacher
Governor / Trustee lead	Ben Anderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£.546,998
Recovery premium funding allocation this academic year	£148,626
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£695,624

# 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. (CHECKS – Check for understanding, Homework, Emphasise instructions, Chunk explanations, Know your students, Scaffold.)
- 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 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 students.

Challenge number	Detail of challenge
1	<p>Lower than expected progress and attainment in English &amp; Maths.</p> <p>Maths assessments on entry to Y7 indicate that 50% of our disadvantaged students arrive below age-related expectations compared to 19% of their non-disadvantaged peers.</p> <p>English assessments on entry to Y7 indicate that 33% of disadvantage students arrive below age-related expectations. Compared to 16% 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 2023 indicate that 51% of all Y7 students have a reading age lower than their chronological age. 69% of the disadvantaged cohort have reading ages below their chronological age compared with 39% of the non-disadvantaged cohort.</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 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 the 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"> <li>• KS3 ATL 80% good or better</li> <li>• KS3 80% of students on track</li> <li>• KS4 A8 average at least grade 4</li> </ul>

	<ul style="list-style-type: none"> <li>• KS4 progress&gt;national average</li> <li>• 100% Spotlight targets met</li> </ul>
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"> <li>• 100% to improve their Reading Age</li> </ul>
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. ATL 80% good or better for all disadvantaged students across all year groups.</p> <p>All behaviour related data shows termly improvements:</p> <p>C data, (negative behaviour points)</p> <p>Rewards data</p> <p>Suspension 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 &gt;85%</p> <p>Persistent absence reduced by &gt;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: £140,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement CHECKS – quality First Teaching	<p>100% of staff are using CHECKS</p> <p>This strategy highly focusses on providing students with high quality feedback in</p>	1,2,3

	lessons. EEF toolkit: Feedback	
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: £202,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spotlight Challenge: 10 students per year group 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 KS3 Literacy (9 tchg hours, 9RWE, 9 TA) KS4 BTEC Sport (3 hours) Science (3 hours)	<ul style="list-style-type: none"> <li>•KS3 ATL 80% good or better</li> <li>•KS3 70% of students on track</li> <li>•KS4 A8 average at least grade 4</li> </ul> <p>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</p>	1,2,3

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

Budgeted cost: £ 535,568

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 students involved in leadership opportunities Increased number of students take part in extra-curricular activities. KS3 ATL 80% good or better Reduction in NEETs	3

	<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 &amp; Physical Activity</p> <p>EEF: TA interventions</p>	
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 &gt;85%</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 suspension.	<p>5% reduction in suspensions</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>Suspension 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>&gt;10% increase in uptake to extra- curricular clubs &amp; enrichment clubs</p> <p>EEF: Social and emotional learning</p> <p>EEF: Behaviour interventions</p> <p>EEF: Arts participation &amp; Physical Activity</p>	4

**Total budgeted cost: £879,018**

## 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 2022-23 academic year.

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

##### Progress and attainment at KS4

Overall school results from the 2023 Key Stage 4 show very strong outcomes whole school with the Progress 8 score being above national average at 0.14. However, gaps between the disadvantaged and non-disadvantaged have significantly increased. Comparison data with the 19 students (all disadvantaged) that access the KS4 Engagement Centre removed from the headline figures highlight the significant impact they had.

	Meadowhead disadvantaged	Data minus KS4 Engagement Centre disadvantaged students	Disadvantaged National
% grade 5+ in EM	16%	19.2%	25.4%
% grade 4+ in EM	33%	38.5%	38.8%
A8 score	30.7	34	32.2
Ebacc APS	2.44	2.73	

##### Pogress at the end of Key Stage 3

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 (2021-22)		Year 9 RP3 (2022-23)	
	D	ND	D	ND
Non Ebacc	81%	92%	49%	64%
Ebacc	39%	61%	39%	73%
All subjects	59%	76%	47%	70%

#### 2. Improved reading comprehension among disadvantaged students in Year 7

Current Year 7 Reading Ages.

Reading Age	PP	Non-PP
11/1 +	26%	60%
10/1 to 11	22%	20%
Below 10	47%	19%
Not tested	4%	0

All the current Y8's have been retested using new software which would not give comparable data to their Y7 data last year. However, the Y8 literacy group (20 Students) were tested using the previous software and their results are detailed below.

Reading Age	Year 7 PP 2022/23	Year 7 non-PP 2022/23	Year 8 PP 2023/24	Year 8 non-PP 2023/24
9/1 to 10 years	0	0	31%	0
8/1 to 9 years	44%	0	44%	25%
7/1 to 8 years	38%	75%	13%	75%
Below 7 years	13%	25%	12%	0
Number of students	16	4	16	4

\*1 PP student in Y7 did not take the test, this accounts for the missing 5%.

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

As with previous years the suspension data continues to be over represented by our disadvantaged learners. The Engagement Centres continue to provide an excellent alternative to some of our most hard to reach students.

Summer 2023 ATL data % of grades awarded that were good or better

	Disadvantaged	Non Disadvantaged
Y7 RP3	76%	92%
Y8 RP3	72%	89%
Y9 RP3	68%	87%
Y10 RP3	76%	90%

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

To enable us to monitor more accurately the attendance to extra-curricular clubs we have now invested in a system called **Evolve**. This allows us to comprehensively log, monitor and evaluate our attendance to extra-curricular activities and clubs. Giving us an opportunity to compare key groups such as the disadvantaged cohort to other groups.

The last extra-curricular survey during 2022/23 academic year across Y7 to Y11 reported that 57% (190 students) of disadvantaged students attended a club/activity within school compared to 64% (544 students) of non-disadvantaged students. When the option included regular activity outside of school, the figures increased to 70% (234 students) for disadvantaged and 84% (721 students) for non-disadvantaged.



For this Autumn term extra-curricular school club attendance recorded via Evolve.

Year	Number of PP in year group	Number of PP attending	% of PP attending a club	Number of non-PP in year group	Number of non-PP attending	% of Non-PP attending a club
7	125	76	60.8%	206	166	81%
8	120	46	38.33%	212	103	49%
9	115	48	41.74%	211	86	41%
10	129	34	26.36%	197	55	28%
11	100	58	58%	225	206	92%

### National Tutoring Programme (NTP) Summary Figures

102 students in Year 11 participated in the NTP during the academic year 2022 – 2023.  
43 of these students were categorised as disadvantaged.

Overall 25% of non-disadvantaged students and 45% of all disadvantaged students were involved in the NTP.

### 5. Increase attendance and reduce persistent attendance

2022/23 attendance for the school was 90.1% whole school and a persistent absence (PA) figure of 27.6%

School attendance for disadvantaged students was 83.8% with a PA figure at 47% compared to non-disadvantaged students with 93.5% and a PA figure of 17.3%.

The national figure for all students in secondary schools was 90.7% with PA at 28.3%.

### 6. Reduction in NEETs Post 16

#### Y10 Work Experience

- 276 of 335 students took part in work experience with an employer (82%)
- A further 39 students took part in school-led work experience activities including multiple employer visits and employer-led activities in schools.
- In total 94% of students had some form of work experience.
- The remaining students were low attenders, on blended learning or on holidays.

#### For PP students

- 65 of 97 PP students took part in work experience with an employer (67%)
- A further 23 students took part in school-led work experience activities (total 89% PP in some form of work experience)

#### Y11 – Summer 2023

99% of students had post-16 applications in place before leaving Y11. Only 2 students with no applications in place (1 dual-rolled, 1 in EC expecting baby), 1 of 2 PP.

95% of Meadowhead's Y11 leavers are currently in a positive destination. NEET figures currently stand at 11 students (3%), with a further 8 students not known/not ready for work or learning/or not active (teenage parents).

**\*Case studies have been provided for these 8 students.**

Y11	Education, employment or apprenticeship	Education (all)	Further education	School sixth form	Sixth form college	Other education	Employment	Apprenticeship	Source of data
2023	<b>95%</b>	<b>90%</b>	40%	45%	0.6%	4%	<b>1%</b>	<b>3%</b>	Y11 LA Activity Survey initial (not sustained data)
2022	<b>98%</b>	<b>94%</b>	47%	47%	0%	0%	<b>1%</b>	<b>3%</b>	Y11 LA Activity Survey initial (not sustained data)