

Pupil premium strategy statement – Meden School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	997 (1071 including sixth form)
Proportion (%) of pupil premium eligible pupils	39.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	04/12/2024
Date on which it will be reviewed	01/12/2025
Statement authorised by	Mr Jim Smith – Headteacher
Pupil premium lead	Mrs Charlotte Wild – Associate School Leader
Governor / Trustee lead	Mr Matt Wass

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382,725.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,000

Part A: Pupil premium strategy plan

Statement of intent

At Meden, we believe that all of our young people deserve the best standard of education. We believe the culture of success we create in our school encourages all students to thrive for success through hard work, determination and ambition. Our curriculum has been purposely designed to be ambitious for all students to achieve their absolute best. Ambitious knowledge has been carefully selected by all curriculum areas so that all students, regardless of ability or background, are able to use this knowledge to appreciate difference, challenge stereotypes, and consider ethical dimensions in society. Furthermore, each subject makes a valuable contribution to the development of our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'. Central to this is our commitment to value every voice at Meden, providing them with explicit oracy teaching to develop their language and their confidence to have their voices heard, and in June 2024, Meden School was recognised at a Voice 21 centre of excellence. All leaders and teachers have been involved in designing and constructing our curriculum and are continually adapting and evolving it to ensure it remains ambitious and relevant to our students and the community that they are from. Our curriculum is not restricted for SEND or disadvantaged students and we believe that all students should have the same opportunities regardless of ability or background. To support this approach, teachers use their pedagogical expertise to scaffold learning for SEND and disadvantaged students, to ensure they can access our curriculum and develop fluency and independence. At Meden we believe that all students access a broad and balanced curriculum and this is reflected in the range of academic and technical subjects we teach our students throughout their school life. At Key Stage 3 (Y7-Y9), the Ebacc subjects are at the core of our curriculum and we have the ambition that students will study Spanish through Key Stages 3 and 4. The technical subjects complement our Ebacc core in order to develop students' skills for future learning and employment.

At Meden School, we recognise the barriers that our disadvantaged pupils face as we work to reduce these barriers and consider our pupils needs on an individual basis. Meden School focuses continually on ensuring that the teaching is of the highest quality, given that research has shown this to be the most impactful strategy in closing the gap between disadvantaged and non-disadvantaged pupils. Naturally, the highest quality teaching will have a positive impact on all students, as it is our intention that all of our students fully maximise their potential. Our intention is that this level of progress is made by all of our students irrespective of their background, the challenges they have faced in the past, and the challenges they continue to face throughout their time with us.

The key principles of our pupil premium strategy plan are;

- To have high expectations of our disadvantaged pupils and ensure that they are challenged and taught an ambitious curriculum
- To be responsive to challenges and individual needs and focus on early intervention
- To take a whole school approach whereby *all* staff take responsibility for the outcomes of our disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data in 2023-24 indicates that attendance among disadvantaged pupils was 4% lower than the average attendance figure for the school. 15.1% of disadvantaged pupils have been 'persistently absent' compared to 11.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Disadvantaged pupils achieving 4+ in English and Maths was 31.6% in Summer 2024, compared to 66.7% of their non-disadvantaged peers that achieved a grade 4+. Similarly, 17.1% of disadvantaged pupils achieved 5+ in English and Maths, compared to 36.7% of their non-disadvantaged peers.
3	Teachers' assessments and observations indicate that many of our disadvantaged pupils struggle with reading comprehension and therefore have difficulties in accessing the texts and answering questions in English. In maths, the pupils struggle with the problem-solving skills, again, as a result of low reading comprehension skills. Overall KS2 scores in 2022, indicate that, on average, our disadvantaged pupils arrive 2.5 points below their peers.
4	P8 scores in 2024 show that the overall, average progress of disadvantaged pupils is -0.42, compared to non-disadvantaged with an average P8 score of +0.08.
5	Safeguarding concerns around mental health and wellbeing are continuing to rise for our disadvantaged pupils and more children are being referred for mental health support.
6	Pupils, particularly our disadvantaged pupils struggle to self-regulate and build resilience, they also lack the confidence in their abilities.
7	Observations of student talk in the classroom suggest that many disadvantaged pupils not only lack confidence in this, but they also lack the vocabulary to do this effectively. Whilst this is improving, there is a common misconception that oracy is solely related to speaking, so consistency in promoting the four strands of oracy are imperative in enabling disadvantaged students to collaborate, converse and communicate with varied authentic audiences.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. Disadvantaged pupils who are persistently absent reduced and being no more than 2% lower than their peers.
To increase the % of pupils achieving 4+ and 5+ in English and Maths, particularly our disadvantaged pupils.	KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve 4+ and 5+ grades in English and Maths in line with their non-disadvantaged peers.
Improved reading comprehension among disadvantaged pupils.	Reading ages and reading comprehension tests are improving among disadvantaged pupils and there is a much smaller disparity between them and their non-disadvantaged peers.
Improve outcomes for disadvantaged pupils across the whole curriculum.	KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Progress 8 score of at least FFT20.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. Increased engagement in enrichment activities
Improved metacognitive and self-regulatory skills among disadvantaged pupils.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Behaviour incidents decrease as pupils are able to self-regulate and become responsible learners.
Improved oracy skills in disadvantaged pupils.	Class observations indicate that more disadvantaged students are able to articulate confidently in the classroom settings. Observations of lessons indicate that there is an embedded culture of teachers providing oracy opportunities within all lessons. Pupils' written work across all subjects improves as a result of students understanding knowledge and concepts better; this is a direct result of the students having to engage in more talking activities, and discussions, which deepens their understanding of what they are learning. Disadvantaged pupils perform as well as non-disadvantaged pupils in the Y11 English speaking exam.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £183,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous professional learning (CPL) 100 hours for all teaching staff to ensure high quality teaching.</p>	<p>Focus on;</p> <ul style="list-style-type: none"> -The effective teaching model -Feedback -Responsive teaching -Reducing cognitive load -Getting students to think hard -100% engagement -Modelling -Explanation -Curriculum development -Metacognition -Questioning -SEND teaching strategies -Subject knowledge enhancement -Co-planning <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils (EEF)</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2, 3, 4</p>
<p>Explicit teaching or oracy and CPL time given to oracy strategies and implementation. Oracy is fully embedded into the</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	<p>2, 3, 4, 7</p>

<p>humanities and English curriculums for KS3 and KS4 and CPL time is dedicated for other departments to embed this into their ambitious curriculums.</p> <p>Meden School is part of the Voice 21 exchange.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Voice 21 support schools to build oracy into the curriculum, teaching and learning and wider school life. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language and listening. Oracy skills set children up for success in school and life.</p> <p>https://voice21.org/</p>	
<p>Teaching mastery to KS3 pupils in English lessons.</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2, 3, 4
<p>Training maths teachers to be able to teach mastery.</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2, 3, 4
<p>Safeguarding and emotional resilience training for all staff</p> <p>55% of our SEND pupils are also disadvantaged, therefore a focus on SEND training and CPL will have an impact on those with both SEND and disadvantaged.</p>	<p>Training through the National College for all staff have included modules on the following;</p> <ul style="list-style-type: none"> - Building positive relationships to manage behaviour - Top tips for supporting children to build emotional resilience - Recognising and supporting students with ADHD - Practical strategies for managing ADHD without medication - Understanding pupils with pathological demand avoidance - Self-harm - Toxic trauma and stress 	1, 5, 6

	<ul style="list-style-type: none"> - Adverse childhood experiences <p>Nottinghamshire Safeguarding Children Partnership https://nscp.nottinghamshire.gov.uk/</p> <p>The National College https://nationalcollege.com/secondary</p>	
<p>Teaching assistant interventions</p> <ul style="list-style-type: none"> -TA's have been trained to become Emotional Literacy Support Assistants (ELSA). 	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	

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

Budgeted cost: £84,119.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one tuition.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2, 3, 4
<p>Reading comprehension strategies.</p> <ul style="list-style-type: none"> -Thinking Reading -Lexia 	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them.</p>	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Small group tuition. Intervention for Yr11 pupils which is focused and targeted to each individual pupil need.	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4

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

Budgeted cost: £114,817.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour interventions – behaviour and resilience mentoring.	According to <u>figures</u> from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 6
Outdoor education – Forest Schools.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 3, 6
On-site alternative provision –	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior	1, 6

Prosper – based on individual pupil need.	attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Pearson Revise Online and GCSE Pod subscriptions	The school have subscribed to these online services so that pupils can access online revision materials, reducing the need for them to purchase revision guides.	2, 3, 4
Mental toughness curriculum	All pupils for 35 minutes per week are taught explicit strategies to improve their confidence and resilience through strengthening their mental toughness https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 6
Bespoke interventions	Art therapy, lego therapy, school counselling sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 6

Total budgeted cost: £382,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

*** This section will be updated further with national results when they are verified and published***

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data.

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.42.

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 30.13 (34.8 in 2022/23).

Absence among disadvantaged pupils was 3.5% higher than their peers in 2023/24 (3.9% in 2022/23) We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our internal data demonstrated that pupil behaviour continues to improve each year, but challenges around wellbeing and mental health remain high.

These results mean that we did not achieve the outcomes that we set out to achieve by 2024/25. Although we had some successes, for example, reduce the PA attendance gap and introducing reading comprehension skills and mastery, we have not achieved our outcome of all disadvantaged pupils achieving a 4+ in English and maths and disadvantaged pupils are not making the same progress in relation to P8 scores as their non-disadvantaged peers. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
One to one tutoring in English and Maths	My Tutor
Behaviour and resilience training and mentoring	Think For The Future

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
3 Yr11 pupils that sat exams in 2024 were in receipt of service pupil premium All pupils were enrolled at Meden for their full secondary education, so no support was needed with mid-year admissions, or pastoral support with transitions/school transfers etc.
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

We intend to do all that we can to ensure our future disadvantaged cohorts perform just as good as their non-disadvantaged peers. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We will continue to monitor the impact of the work and strategies for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. We will continue to visit schools that are similar to ours, but where outcomes for disadvantaged pupils are higher, in order to learn best practice approaches