

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Meden School
Pupils in school	960
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£290,000
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Jim Smith
Pupil premium lead	Louisa Brett
Governor lead	Mrs P Kennedy & Mrs L Murphy

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.17
Ebacc entry (% of PP)	23%
Attainment 8	4.1
Percentage of Grade 5+ in English and maths	36%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils in similar schools	September 21
Attainment 8	Achieve national average for attainment for all pupils	September 21
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ % for similar schools	September 21
Other	Improve attendance to national average	September 21
Ebacc entry	To be in line with national average for EBacc entry	September 21

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Consistently effective application of learning principles in all English and maths lessons.
Priority 2	Improve the effectiveness of English teaching
Priority 3	Buy in GCSE Pod for use, initially with KS4.
Priority 4	Buy-in and embed Accelerated Reader across KS3 to increase reading for pleasure
Barriers to learning these priorities address	Students receive quality, first-class teaching which secures their understanding and application of content and skills. Students have access to an effective revision and retrieval App.
<b>Projected spending</b>	£140,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across all year groups for disadvantaged students who struggle with reading and writing.
Priority 2	Buy in of YipiYap mentoring and MyTutor tuition for Y11 students.
Priority 3	Improve the performance in EBACC subject areas (Science, Humanities and Languages)
Barriers to learning these priorities address	Students accessing work in all their subjects as a result of low reading levels. Students improving their achievement in the core subjects through 1 to 1 tuition.
<b>Projected spending</b>	£90,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Improving attendance for disadvantaged pupils.
Priority 2	Raising aspirations through career possibilities, using Unifrog
Priority 3	Develop effective intervention mentoring/mentor review process focused around ATL and progress
Barriers to learning these priorities address	PP student disengagement with their own achievement
<b>Projected spending</b>	£60,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>- Ensuring feedback is regular and honest so that staff know how to develop.</li> <li>- Staff access and engage high quality CPD</li> </ul>	<ul style="list-style-type: none"> <li>- Use of cover for key members of staff within each department to observe lessons.</li> <li>- Staff CPD calendared every week after school</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>- Students not missing out on too many other lessons for the one to one tutoring.</li> <li>- Students struggle to access the curriculum as literacy skills are low.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable students for after school sessions or use study and tutorial time effectively to support this area.</li> <li>- Target students with low CAT scores with timetabled literacy programme, small groups with SEND Team</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>- PP student disengagement with their own achievement</li> </ul>	<ul style="list-style-type: none"> <li>- All students to have a mentor who will support and target set with them every term.</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome
The number of persistent absentees among PP pupils to be in-line with national.	This was affected significantly by the COVID lockdown. However, PP students were mentored throughout the lockdown to ensure they completed the remote learning set.
An average ATL of 1.8 by the end of the academic year.	ATL average: 1.8 Target Met
Better relationships with disengaged parents. Tutors and Heads of Year prioritise positive phone calls home for PP student	Throughout the lockdown the pastoral teams regularly spoke to PP parents to ensure their children were supported with remote learning work.
High levels of progress in literacy across all year groups but with a greater supported approach in KS3.	Students in KS3 made 90% expected progress and 40% exceed targets for literacy. Again, this was affected by COVID19 and the lockdown. However, the data that was produce we were in line with the targets se. Target Met