

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Meden School				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	
Total number of pupils	774	Number of pupils eligible for PP	293	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.19	0.49
Attainment 8 score average	37.9	50.3

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Low literacy levels on entry	
B.	Attendance of PP students	
C.	Attitudes to learning and aspiration	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental Engagement	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy across all year groups but with a greater supported approach in KS3.	Students in KS3 make 90% expected progress and at least 40% exceed targets for literacy.

		Reading ages increase by a greater rate than other students.
B.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to be in-line with national.
C.	High pupil engagement in the new AtL and growth mind-set initiatives.	An average AtL score of 1.8 by the end of the academic year.
D.	Tutors and Heads of Year prioritise positive phone calls home for PP students	Better relationships with disengaged parents.

5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continuation of the teaching and learning communities.	Improve the quality of teaching and learning across the school.	Sutton trust – quality of feedback through assessment for learning has high impact for low to moderate costs.	HoS to oversee with the support of teaching community leaders.	JSm	Termly
CLA, extra teacher, SLT support in lessons	Increase support for low achieving students in English, maths and science (year 11).	Additional small group intervention for lower achieving students helps to raise individual student achievement.	SLT to devise timetable alongside CLs.	SLT	Half-termly
Total budgeted cost					60k

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated readers programme and DEAR.	Improved year 7&8 literacy skills	Development of transferable literacy skills. Accelerated reader programmes have demonstrated strong progress in reading ages.	HOD (English) along with the librarian to oversee resources and scheme development with KS3 lead for English and SENCO.	LCL RKE	Termly

CPD on growth mind-set along with new AtI criteria introduced.	Improve the attitudes to learning of students across year groups and subjects.	Development of a positive growth mind-set with a greater ownership of own learning.	AtL data per class for each student collected half termly and appropriate support/intervention implemented.	ESI, LEL, JSM. HoY.	Termly
Total budgeted cost					31k

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Student welfare officer targets PP students on their first day of absence.	Increase in attendance rates.	Students must attend school to receive high quality teaching and therefore make progress.	Attendance officer and student welfare officer to meet pastoral leads weekly to discuss attendance issues and ensure school systems run smoothly. Same day visits/calls to ensure that attendance is addressed immediately. Transition event are also provided throughout the year to ensure a smooth transition between primary and secondary.	CGI TGu	Weekly
Mentors allocated to students who require support/guidance for their behaviour or academic achievement.	Behaviour support and alternative provision in place where needed.	All students to achieve and develop their learning and life skills. To develop a positive attitude and growth mindset. The EEF Toolkit suggests that targeted interventions matched to	Ensure identification of pupils is fair, transparent and properly recorded. Use pastoral support to engage with parents before intervention begins.	ESI, CGI, LEL, JSM, and HoYs.	Weekly, monthly and half termly

Selected students receive alternative provision by outside providers to support and boost their learning experiences.		specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement points to be a focus through form tutors, leading to raised achievement points.		
Total budgeted cost					79k

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
TLC Groups. Coaching programme.	High quality teaching and learning.	80% of teaching good or better.	The TLCs are having an impact but even more impact could be made by moving to departmental TLCs.	50k
Accelerated reader and DEAR.	Increase literacy across all groups.	These had a positive impact on the reading ages and comprehension of students.	Accelerated Reader has a positive impact on reading ages and will continue. DEAR will be rolled out to other year groups.	3k

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Careers guidance. Me@Meden programme.	Improve attitudes to life after school and therefore engagement in school life.	Ensure that all students at risk of NEET are provided with after school planning.	All students had a plan of action for post y11.	8k
Free/discount resources including trips.	Ensure that the full curriculum and its opportunities are accessible for all.	Provide all opportunities for students to be successful.	Some students are reluctant to ask for free resources, so they will be given out, without asking if they want them first.	3k

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Careers guidance.	Increase achievement of students at risk of NEET.	Mixed. While the majority went onto college or apprenticeships, a few did not engage.	Careers guidance will continue along with continued support in year 8 to ensure that students choose appropriate GCSE options.	8k
Behaviour mentors.	Reduce the number of behaviour incidents.	C4/3 incidents and exclusions have reduced significantly and behaviour in lessons is good.	Most incidents are now from repeat offenders, so new strategies are needed to address this. The Me@Meden and AtL initiatives will play a big part in this too.	10k

7. Additional detail

