Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Meden School
Number of pupils in school	1027
Proportion (%) of pupil premium eligible pupils	36.5%
Academic years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	5/12/2022
Date on which it will be reviewed	12/12/2023
Statement authorised by	Jim Smith, Headteacher
Pupil premium lead	Louisa Brett, Deputy Headteacher
Governor / Trustee lead	Colin Callaghan, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	££333,000
Recovery premium funding allocation this academic year	£92,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£425,000

Part A: Pupil premium strategy plan

Statement of intent

At Meden, our intention is that all students make the most progress possible, securing the best grades they are capable of, across a broad range of subjects, which include the EBacc subjects. Our intention is that this level of progress is made by *all* 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; these challenges include those faced by students who have, or have had, a social worker, and those students who are also carers. Our students' needs are considered on an individual basis, with the result that strategies are bespoke to them, for example, we recognise that disadvantaged students can already be attaining well but it is still incumbent upon us to ensure that their outcomes are fully optimised.

To facilitate this level of success for all our students, Meden School's academic curriculum places ambitious subject knowledge at its core; we want our students to know more, remember more, and be able to apply this knowledge independently. Pivotal to delivering this ambitious, knowledge-rich curriculum, is highly effective teaching. To this end, 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* our students fully maximise their potential.

In line with our school's intent, we want all our students to be well–informed young people who have the confidence and knowledge to become catalysts of change. We want all our students to be able to see the inequalities around them, and 'do something about them!.' Central to this is our belief and ethos that all our students should leave us having been provided with the language and confidence to have their voice heard. To promote this, Meden School introduced the Voice 21 Oracy strategy at the beginning of September 2021, and we are seeing the fruits of this strategy both inside and outside of the classroom.

We are making use of the support from the National Tutoring Programme, to ensure that all our students who have been disadvantaged more than others, as a direct result of the pandemic, are provided with one-to-one, or small group tutoring. We monitor the impact of this closely with a view to amending or adapting provision so that outcomes are maximised. Our monitoring of all our individual students' progress will be thorough, rigorous, and acted upon in a timely manner, so that success is guaranteed.

Our school's mission states that, 'Meden is committed to creating a caring school with high levels of aspiration for all our pupils, where ultimately, they will fulfil their potential and go on to lead successful adult lives. We believe that the culture of achievement we

create in our school, encourages students to strive for success, through hard work, determination, and ambition. The ethos that permeates our school is one of high aspiration, high expectations, strong pastoral care from all staff, and a culture where students' successes are celebrated in each lesson. This ethos underpins the work that we do in ensuring that none of our students are left behind, and our intention is to continually build on this in our relentless pursuit to ensure all our students' life chances are ameliorated.

Challenges

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

Challenge number	Detail of challenge
1	The progress, in English, of disadvantaged pupils is lower than that of their peers. Teachers' assessments and observations indicate that many of these students struggle with reading comprehension and therefore have difficulties in accessing the texts and answering questions fully. English KS2 scores in 2019 / 2018 / 2017, indicate that, on average, our disadvantaged pupils arrive 4.5 points below their peers (the figures for 2022 show a 2-point difference).
2	The % of students who should be attaining at least a grade 4 in maths *and* English is lower for disadvantaged pupils than non-disadvantaged pupils, as indicated by outcomes in 2019 / 2018 / 2017 (on average, over these 3 years, there was a 14% difference between the % of disadvantaged and non-disadvantaged students who secured their 4+EM). Teachers' assessments and observations indicate that many of these students 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 2019 / 2018 / 2017, indicate that, on average, our disadvantaged pupils arrive 4.4 points below their peers. The figures from 2022 show a 2.5 difference.
3	The overall, average progress in the 4 baskets of disadvantaged pupils, is lower than that of their peers. Overall KS2 scores in 2019 / 2018 / 2017, indicate that, on average, our disadvantaged pupils arrive 4.4 points below their peers (2022 data shows a 2.5 difference). This is evidenced in outcomes over previous years (2017 – 2019 / 2022), where progress for disadvantaged is between 0.14 and 0.46 lower than non-disadvantaged, for the 4 baskets.
4	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. This is evidenced in GCSE English

	Speaking tests, where fewer disadvantaged students achieve the distinction grade compared to non-disadvantaged.
5	Observations of pupils in the classroom suggest that many lower attaining, disadvantaged pupils lack metacognitive and self-regulation strategies when faced with challenging tasks. This is across all subjects.
6	An increase in students who are struggling with mental health issues, such as: anxiety, depression, self-harm, low self-esteem and refusing school. During and since the pandemic, referrals for support have increased significantly.
7	Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. The whole school attendance rate for disadvantaged students is below the overall attendance rate is 88.7% compared to non-disadvantaged, which was 93% (this year to date). As we know, absence directly affects results, and outcomes over previous years, indicate that absenteeism is negatively impacting disad-vantaged pupils' progress.
8	Pupils' ability to access learning at home, including homework, is harder for disadvantaged students, as a result of lack of hardware, the Internet, or a place to study.
9	Pupils generally have low aspirations for Higher Education. The school receives DANCOP funding, and this is based on the % of students coming from postcodes where entry to Higher Education is lower than expected. We have typically an 80%+ DANCOP cohort.

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 progress among disadvantaged pupils, in English language and English literature at the end of KS4.	By the end of our current 3-year plan in 2024/25, disadvantaged pupils will be making the same progress in English language and literature, as non-disadvantaged pupils.
A higher percentage of disadvantaged pupils achieve at least grade 4 in both English and maths.	By the end of our current 3-year plan in 2024/25, all disadvantaged pupils who should be achieving 4+ in both English and maths, do so.
Improved progress among disadvantaged pupils, in all 4 of the P8 baskets.	By the end of our current 3-year plan in 2024/25, disadvantaged pupils will be making the same progress in the 4 baskets (English, maths, EBacc, Open) as non-disadvantaged pupils.

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.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Attendance data and individual students' progress data show that increased numbers of students who are struggling with social and emotional needs, are not only attending school more, but are making good progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 3%. • the percentage of all pupils who are persistently absent being below that of national, and the figure among disadvantaged pupils being no more than 4% lower than their peers.
Improved engagement with home-learning for disadvantaged students.	No pupil is disadvantaged in their home-learning as a result of not having the right equipment or a place to study; all these students have been given a Chrome book, internet access, and / or have access to the school's Homework Club.
	Homework detention data indicates that there is no difference between disadvantaged and non-disadvantaged, in terms of pupils completing their home learning.
Students are aware of the multitude of opportunities open to them, for their future destinations.	All Y11 students secure a next-step place in education / on an apprenticeship / in work, commensurate with their academic abilities.

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: £ 211,0*00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
100 hours CPL for all teaching staff to include the following: Responsive teaching (feedback), Co-planning, Subject Knowledge Enhancement, Practice, Questioning, Explanation, Modelling, Curriculum Development	Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 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. Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).	1,2,3
Embedding oracy in teaching and learning in all subjects, including PD.	Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 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. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://www.oup.com.cn/test/word-gap.pdf	1,2,3,4

Students in years 7- 8 are now being taught English mastery	Mastery in English https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	1,2,3
Training, initially for teaching assistants and Heads of Year on metacognition and self-regulation. These staff will work with a selection of pupils. This will then be rolled out whole school, during the 3-year period.	Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,5

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students who will benefit from one-to-one or small group tutoring will be identified and matched to appropriate provision. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This will be in addition to, not instead of, their class learning.	One-to-one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

This provision will be the approved NTP partners: MyTutor The Brilliant Tutoring programme Pearson Tutoring	Small group tuition has an average impact of four months' additional progress over the course of a year. https://www.suttontrust.com/our-research/social-mobility-and-covid-19/	
P7 intervention sessions for Y11. Students will be placed in targeted groups for specific knowledge and skills intervention in English, maths and science.	Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition has an average impact of four months' additional progress over the course of a year.	1,2,3
Targeted students in each year group will receive one-to-one or small group reading interventions.	Reading comprehension strategies will help students to improve in all subjects https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.oup.com.cn/test/word-gap.pdf	1,2,3

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

Budgeted cost: £119,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Embedding principles of good practice set out in DfE's advice: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Staff will get training and release time to develop and implement new procedures. Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,2,3,6,7

officer will be appointed to improve attendance.		
Pupils will be provided with the equipment and / or Internet so that they can access the digital based homework that is set across all subjects. All students are given access to GCSEPod.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom (recommendation 3 in the following report) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_searchh&search_term	1,2,3,8
Homework club will be available for pupils who do not have an adequate place to work at home.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,8
P7 Y7 and Y8 enrichment has been introduced so that our pupils can experience a range of different experiences, which will broaden their learning even further.		5,6,7
Heads of Year role change to achievement and ATL focus. This will involve them identifying, mentoring, and monitoring students. They will guide the students in developing a positive attitude to learning, liaise with teachers, parents and outside agencies, and devise plans to remove any barriers to learning and success.	While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, **it is possible to target the approach to pupils from disadvantaged backgrounds** and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. **Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,5,6,7,8
School Counsellor appointed to meet with pupils struggling with social and emotional issues.	https://www.mind.org.uk/information-support/coronavirus/student-mental-health-during-coronavirus/	5,6,7

Outreach work with NTU, Nottingham University and DANCOP		1,2,3,4,5,9
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £425,000

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 pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data.

For 2022, 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 -0.11. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 38.77. See DfE guidance for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was –0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations as we endeavour to strive for the progress of our disadvantaged to be at least in line with non-disadvantaged pupils.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.03, and the Attainment 8 score was 38.13. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. EBacc entry for disadvantaged pupils was 4.62%, which is higher than in 2019 (2.5%) and 5.48%% below that for non-disadvantaged pupils (10.1%).

Absence among disadvantaged pupils was 5.9% higher than their peers in 2021/22 and persistent absence 24.5% higher. 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 improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Pearson Tutoring	Pearson
One to One and small group tutoring	MyTutor

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
1 year 11 pupil received Service pupil premium funding. We provided this pupil with one-to-one tutoring.	MyTutor

Further information (optional)

Our disadvantaged pupils performed relatively well (compared to disadvantaged pupils nationally) in 2022 but we intend to do all that we can to ensure our future cohorts perform even better.

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 intend to visit schools that are similar to ours, but where outcomes for disadvantaged pupils are higher, in order to learn best practice approaches.