

Pupil premium strategy statement – Meole Brace School

This statement details our school’s use of pupil premium (and recovery 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	1343
Proportion (%) of pupil premium eligible pupils	297 – 21.95%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2024
Statement authorised by	A Doust
Pupil premium lead	W Wright
Governor / Trustee lead	L Malpass

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,878
Recovery premium funding allocation this academic year	£68,172
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£345,050

Part A: Pupil premium strategy plan

Statement of intent

We want all students to have an enjoyable and supportive school experience, and we want all students to leave us with the skills and outcomes they need to be successful. We recognise that some of our students, through no fault of their own, will experience more barriers and challenges than others. It is the school's responsibility to use additional funding in a way that has a positive effect on the progress these students are making so that, irrespective of background, pupils have choice in their lives post Meole Brace School.

We want pupil premium pupils to:

1. Achieve well
2. Attend well
3. Feel part of our community
4. Move successfully into post-16 education and/or training

The main way in which these can be achieved is through quality first teaching: this is at the forefront of our approach. Quality first teaching, and everything this encompasses, will allow students to achieve well. Inclusive classrooms lead to pupils feeling positive about their place in the school environment and, in turn, will foster the desire to attend well. If these can be achieved, alongside an excellent career offer, success at post-16 level will follow.

Other ways in which we intend to achieve our aims are:

1. Achieve well: ensuring pupils have good literacy, numeracy and organisational skills; promoting good revision and study skill techniques, including the provision of resources; adapting teaching to meet learner need; ensuring pupil efforts are recognised and praised.
2. Attend well: supporting regular attendance at school with good punctuality, removing barriers wherever possible so that the gap between pupil premium and non-pupil premium diminishes.
3. Feel part of our community: encouraging students to participate in extra-curricular school events and clubs; tracking and monitoring engagement and ensuring that pupil premium views contribute to wider school decisions.
4. Move successfully into post-16 education and/or training: supporting timely and well-informed applications to post-16 provision; ensuring effective post-16 transition; an excellent careers education; ready access to external speakers so that pupils have the inspiration to aspire to be something more.

In addition to these specific areas, the school also invests in a wide range of activities which have a beneficial effect on those students in receipt of funding, for example our pupil intervention and wellbeing teams. The need of pupil premium students will always shape the strategic and operational decisions we make across school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Attainment gap
3	Lower levels of literacy
4	Wellbeing
5	Engagement of pupils and parents (enrichment opportunities, trips, parents' evenings and homework)

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
Improve attendance and punctuality	<p>Attendance to fall within national and local averages and the gap between pupil premium and non-pupil premium to diminish to <4%</p> <p>Reduce persistent lateness in pupil premium pupils</p>
Narrow the attainment gap	<p>Reduce the gap in attainment at GCSE between pupil premium and non-pupil premium</p> <p>Pupil premium pupils to achieve in line with national averages</p> <p>Pupil premium pupils to achieve above national averages by 2025</p>

Improve levels of literacy	Close the literacy gap so that a greater number of PP pupils reach functional literacy
Improve wellbeing of pupils	<p>PASS results show improvement in pupil attitudes to school and themselves as learners</p> <p>Incidents of anxiety, especially when leading to persistent absence, are approached in a timely way so that gaps in learning are not exacerbated</p> <p>Successful establishment of Emotionally Based School Avoidance approach</p>
Engagement of parents/carers and pupils	<p>High number of PP families engage in parents' evenings</p> <p>Increase in the number of PP parents/carers engaging with Satchel One</p> <p>Increasing numbers of PP pupils engaging in enrichment activities (clubs, visits, aspiration talks) so that all PP pupils will have engaged in <i>at least</i> one extra-curricular experience in their school career, ideally one per year.</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: £ 127,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust CPD and quality assurance programme focusing on quality first teaching. Specific focus on adaptive teaching, feedback, sequencing of learning and	EEF: 'Disadvantaged pupils with SEND have the greatest need for excellent teaching.' The EEF also makes clear that whilst 'Pupil Premium is designed to support schools to raise the attainment of socially disadvantaged children [...] many of the most effective ways to do this—including improving the quality of teaching—will also benefit other groups: that is fine.'	2, 3

appropriate challenge across the curriculum.	EEF: 'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.'	
Refine the quality of assessment in KS3 and re-drafting of feedback policy.	The EEF has a strong evidence base on the impact of effective feedback, which can have 6+ months of impact.	2,5
Explicit mapping and teaching of study skills, supplying equipment and revision resources as appropriate.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	2
Literacy intervention, focusing on reading speed, comprehension and the phonics.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) EEF: Reading comprehension strategies which focus on the learner's understanding of a text have high impact on average, when pitched at the appropriate level of difficulty. EEF: explicit and systematic support for the development of phonics understanding is seen to make 5+ months of progress over a year.	2,3
Targeted revision and intervention sessions, delivered by subject teachers, with PP pupils targets as appropriate	EEF: one to one tuition and small group tuition can be very effective if they are additional to and explicitly linked with normal lessons. Sessions should be short, regular and targeted at pupils' specific needs. Impact of one to one tuition is 4+ months over a year and small group tuition is 4+ months over a year.	2

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

Budgeted cost: £ 59,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of pupil premium co-ordinator to deliver 1:1 and group mentoring, as well as play a central role in improving the attendance and engagement of PP pupils and their families.	EEF: Mentoring provides a positive role model, develops resilience and character. Programmes with a clear structure and expectations are associated with more successful outcomes. Regular meetings of once a week or more appear to be the most effective with the average impact being 2+ months progress over a year.	1,2,4
Edukey: to enable a more strategic overview of support for PP, including PP who cross multiple vulnerable groups, so that pupils receive targeted support which is reviewed for impact. Pupils will be better known and understood by teachers so their needs can be met more effectively.	Whole-school communication and stream-lining of provisions, as well as a platform to strategically assess and plan for need, with review of impact, is an essential method for improving pupil premium outcomes, as well as ensuing funding is spent on provisions which yield the best impact in our context.	1,2,4
English teacher employed as a tutor 2 days a week (January start) to provide tutoring and targeted group work intervention.	<p>EEF: one to one tuition and small group tuition can be very effective if they are additional to and explicitly linked with normal lessons.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1,2

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

Budgeted cost: £ 158,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Increase in systems and procedures to better analyse and act on PP attendance at whole school, group and individual level, supported by an increase in EWO time.	Embedding principles of good practice set out in DfE's 'Working Together to Improve School Attendance.' https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2
Expansion of Satchel One services to include attendance data and improved data capturing.	Expanding communication with parents is a part of working together with families to improve attendance, behaviour and progress.	5
Shropshire inclusion service level agreement	Multi-agency working is an important part of addressing more complex needs.	1, 5
Appointment of tuition lead to improve outcomes for PP where attendance, wellbeing or presenting behaviours are barriers to education.	In the DfE 'Working Together to Improve school attendance', it clearly outlines the need for bespoke and case-by-case approaches to improving persistent absence with pupil premium pupils assigned key workers to enact strategy around improving attendance and removing barriers to education. EEF: Mentoring provides a positive role model, develops resilience and character. Programmes with a clear structure and expectations are associated with more successful outcomes. Regular meetings of once a week or more appear to be the most effective with the average impact being 2+ months progress over a year.	1, 2, 4
Appointment of Breathing Space Officer	This provision is open to all pupils; it is a space in which pupils can regulate their emotions, prepare to re-engage in learning as quickly as possible and is part of our work around conflict resolution. Whilst we do not want pupil premium pupils to use this space a disproportionate amount of the time, we recognise that emotional dysregulation and adverse experiences need a different approach.	1, 4
Pupil Intervention Team	This is a team of staff who spend particular time supporting the behaviour and welfare of pupils, most frequently PP pupils. Whilst a strategic approach to provision is the most desirable method of support, this is not always possible with the lived experiences of PP pupils. At times, a more reactive approach is required to get pupils in a place where they are ready to learn. The goal of the team is to provide both structured and planned interventions, as well as	2, 4

	<p>responding to the more immediate needs of pupils so that learning is impacted as little as possible. Their role also focuses on resolution work, in order to facilitate the building of positive relationships between peers and staff.</p>	
<p>Access to a range of wellbeing services, including workshops, group and 1:1 sessions and school counsellor. Triaging of referrals to put all disadvantaged pupils at the fore.</p>	<p>Our context shows that last year, 2.81% of non-PP absence was recorded under mental health and/or anxiety, whereas this was 3.78% in PP. This trend continues into the start of 2022-23, with 3.61% of n-PP absence recorded under mental health and/or anxiety, compared to 4.41% of PP. Pupils cannot learn if they are not attending well or if they are not receiving support to address issues so that they can then engage in a learning environment.</p> <p>EEF: Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	1,2,3
<p>Training in emotionally based school avoidance (EBSA) to enable renewed approaches and delivery of support to pupils whose school avoidance leads to significant gaps in learning or whose return to school post-Coivid has been impacted disproportionately.</p>		
<p>Uniform and transport</p>	<p>Pupil premium pupils and their families are more likely to find the buying of uniform and equipment a financial strain. Although EEF has insufficient evidence on this area, it is a contextual issue which is an important strand of support for pupil premium pupils.</p> <p>Punctuality to school and access to mental health appointments can also suffer as a result of a lack of transport. Other initiatives, such as mini-bus intervention programme to help instil morning routines and punctuality are important within the context of Meole Brace School.</p>	1,4
<p>Enrichment opportunities through: The re-launch and embedding of the House system through Heads of House (appointed summer term of 2021-22) and new house point system, with increased focus on celebration and reward, ensuring fair</p>	<p>EEF: disadvantaged learners are less likely to have learning experiences outside of school.</p> <p>It is widely acknowledged that praise, in its many forms, is one of the best motivators for young people.</p> <p>Pupil premium families are more likely to find funding visits challenging.</p>	1,4,5

<p>representation of PP pupils. Aspirations talks. Support to fund visits.</p>		
<p>Additional GL PASS screening on year 7 and 8 PP pupils to identify emerging need at the earliest opportunity. York screening to further understand specific need after identification at GL assessment level.</p>	<p>EEF: diagnostic testing allows for more accurate support and mentoring/tuition. EEF: Reading comprehension strategies which focus on the learner's understanding of a text have high impact on average, when pitched at the appropriate level of difficulty.</p>	1,4,5

Total budgeted cost: £345,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Demonstrable improvement in the attendance of pupil premium pupils from 79% in 2022 to 87.04% in 2023. Reduction in persistent absence mirrors this. Last year, over 50% of pupil premium pupils were persistently absent; this reduced by 10%.
- 50% of core intervention targeted at pupil premium pupils.
- 30% of identified pupil premium pupils received mental health provision.
- Over 50% of fast-track attendance meetings held with families of pupil premium and attendance work prioritised for these pupils.
- Slight narrowing of attainment 8 gap and improvement of average attainment 8 from 3.1 to 3.6. This is in the context of a widening national gap. Work must continue to secure better outcomes.
- All pupils received at least one one-to-one careers meetings and were prioritised for this. Many received more, alongside bespoke post-16 support.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*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***

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The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.