

National Teaching School
designated by



National College for
Teaching & Leadership

Pupil Premium Review Form 2 – Annex 2

Self-evaluation template – Pupil Premium Strategy Statement

SECONDARY

Meden School's Pupil Premium Profile 2018-19

Headteacher:

Emma Sims

PPR:

Date:

Sept 2018

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Meden School				
Academic Year	2017-18	Total PP budget	£228,301.45	Date of most recent PP Review	Sept 2017
Total number of pupils	702	Number of pupils eligible for PP	295	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 9-5 (E&M) = 31.6%	9.3%	45.1%
% achieving 9-4 (E&M) = 54.5%	34.9%	66.2%
% achieving expected progress in English / Maths? 49%/55%	45% / 50%	53% / 59%
Progress 8 score average = TBC	TBC	TBC
Attainment 8 score average = 46.3	33.0	42.5

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Poor English Skills
B.	Attendance of PP students
C.	Attitudes to learning and aspiration
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Parental Engagement

4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
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.			PP pupils to secure an average AtL score of 1.8 by the end of the academic year.	
D.					
5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Literacy and numeracy progress across all key stages.	KS2 data collected from primary schools. During year 7, non- secondary ready students will be given an increased English focused curriculum (+1 extra periods of English and 1 extra period of Math's).	Literacy skills underpin success in future studies and post 16 choices. Areas of literacy were causing a barrier to GCSE courses beyond Ks3. Additional English time during KS3 can be replaced with more languages time when secondary ready threshold achieved. EEF research evidence suggests that on average pupils make an additional 5 months' progress per year	Key stage 2 data requested from primary schools. Data used to set students prior to arrival ensuring students get additional English timetabled sessions in favour of MFL sessions.	KKI, LCL	Termly at progress check points

Improved year 7&8 literacy skills	Accelerated readers programme. The Hackney Trust programme.	Development of transferable literacy skills shown to be critical through EEF research. Accelerated reader and the Hackney trust 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 KKI	Termly
Improve the quality of teaching and learning across the school.	Continuation of the teaching and learning communities.	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.	ESI	Half termly
Improve the quality of teaching and learning across the school.	Extended programme of coaching for NQTs, RQTs and RI teachers	EEF identify this as a high impact activity. Staff who are new to teaching or the school, and those who are struggling to teach consistently good lessons will be developed through our coaching programme.	6 staff coaches will work with identified staff for a term at a time to improve practice.	ESI	Half-termly
Improve the attitudes to learning of students across year groups and subjects with PP making the same the same or better progress than Non-PP	CPD on growth mind-set along with new Atl criteria introduced.	Development of a positive growth mind-set with a greater ownership of own learning. Demonstrated through the research of Professor Carol Dweck.	AtL data per class for each student collected half termly and appropriate support/intervention implemented. 1: 1 mentoring at 6 review points each year.	ESI, LEL, JSM, KKI. HoY.	Half termly

Increase support for low achieving students in English, maths and science (year 11).	KS4 Learning mentor	Additional small group intervention for lower achieving students.	Progress data collected 4x a year with mock exams in place 3 x a year.	LEL	Half termly mocks and achievement RAG every three weeks.
Developing Independence	Students will use Knowledge Organisers, Revision Guides and their planners to become independent students who organize and plan their own time, in school and during the extended school day.	Decay theory states that if learning isn't used or rehearsed it simply fades away. If knowledge retention is improved, this will have a positive impact on levels of attainment and achievement. It will increase confidence and develop a greater understanding of the skills needed to deepen learning.	Staff have been given CPD on using the Knowledge Organisers and how to use these effectively in a lesson. Students working on knowledge organiser 3 study period each week, fully supported by a member of staff.	SLT Strategic Lead of extended Study Hod Tutors	Half Termly
Access Arrangements	Access arrangement testing to be conducted internally by trained staff over several days. This is to ensure pupil premium students are fairly provided for when sitting their exams.	Ensure all students have fair access to support GCSE formal exams as well as internal assessments. Individual rooms with invigilators will be given for examinations where required. Vulnerable learners will have the exam conditions in which they can achieve the best result.	The designated AA staff member will monitor and test at key points to ensure students are having the access to support during the exam periods.	Designated AA Staff member	As required prior to exams and then monitored during mock and real exams in summer 2019.

Increase achievement in core subjects.	Use of subject directors to support the development of departments across the school. Coaching programme to continue for teachers who are not securing consistently good lessons.	High quality teaching for all students.	Learning walks, observations and faculty reviews. Fortnightly meetings and discussions for the coaching programme.	ESI. JSI.	Weekly.
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Total budgeted cost £153,000

ii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase in attendance rates.	Student welfare officer targets PP students on their first day of absence.	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	Half termly.
Ensure that the full curriculum and its opportunities are accessible for all.	Free/discount resources including trips.	Provide all opportunities for students to be successful.	Expenditure logged on sims per department.	SRO, KKI	Termly

Behaviour support and alternative provision.	Mentors allocated to students who require support/guidance for their behaviour or academic achievement. Selected students receive alternative provision by outside providers to support and boost their learning experiences.	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 specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use pastoral support to engage with parents before intervention begins. 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.	ESI, CGI, LEL, JSM, KKI and HoYs.	Weekly.
Improve attitudes to life after school and therefore engagement in school life.	Careers guidance. Me@Meden programme.	Ensure that all students at risk of NEET are provided with after school planning.	Identified students in years 10 and 11 to work with MPO.	KKN, AMA	Half termly
Total budgeted cost					£88,000

6. Review of expenditure: 2017-2018

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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

High quality teaching and learning	TLC Groups. Coaching programme. Coaching programme	September 2017 the percentage of good or better teaching was 67 % by July 2018 it was 86% The percentage of RI and I teaching fell from 22% in September 2017 to 14% in July 2018 (with 0% Inadequate teaching by July 2018).	Whilst teaching across the school is at least good, the emphasis now needs to shift to ensuring student engagement. This will lead to more reflective and resourceful learners. We have a 'lag' as students who have been exposed to good teaching for the whole of their time here are making strong progress. The 2017-18 cohort represent a legacy cohort and their results are disappointing.	£68,000
Increase literacy and numeracy for students who were below national on entry.	Extra maths and English lessons for Year 7 students who were below national on entry	For English Year 7 pupils: 100% of identified pupils made on or above expected progress in English. 91% of identified pupils made on or above expected progress in Maths.	Extra maths and English lessons to be extended across KS3.	£60,000
Improved literacy across targeted groups	Accelerated reader and DEAR study period staffed by teachers	These had a positive impact on the reading ages and comprehension of students in Year 7 but did not allow those with very low levels of literacy to make rapid progress.	In order to make more rapid progress we will be introducing the Hackney Literacy Project to target those students significantly below age related expectations.	£8,000

Developing Independence	Students will have used revision Guides and their planners to become independent students who organise and plan their own time, in school and during the extended school	If knowledge retention is improved, this will have a positive impact on levels of attainment and achievement. It will increase confidence and develop a greater understanding of the skills needed to deepen learning.	Staff and students have been given time to use these effectively to ensure knowledge retention is improved to have a continued positive impact. Homework was completed more efficiently with fewer negative behaviour incidences being recorded.	Planners and revision guides £5000
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Total Budgeted cost: £141,000

ii. Other approaches

Desired outcome	Chosen action / approach	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
Raise attendance for pupil premium students in line with national figures	Designated staff member to oversee rigorous monitoring and tracking systems. Use of home visits and home collections on first day response monitoring.	Attendance will be more closely monitored for PP students with monitoring to identify drops in attendance and patterns of persistent absence. Use of home collection and monitoring will ensure greater attendance	Pupil premium students are more than likely to have lower attendance to school. Identification, monitoring and reward systems have had a positive impact on individual attendance and whole school figures. Whole School attendance figures 94.9% PP Whole School attendance figures 93.7 %	Designated staff member £7000

Increase achievement of students at risk of NEET.	Careers guidance.	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.	£8000 (Careers advisor) £5000 (dedicated member of staff)
Reduce the number of behaviour incidents.	Behaviour mentors.	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.	£53,000
Pupil mentoring	Personalised mentoring including CAMHS, School counsellor, School nurse, SLT senior staff, Heads of years, LAC team and TIME. CASY counselling to offer intense support to students who need it.	Termly report indicated improved emotional health and wellbeing of students involved.	A designated Emotional Well Being staff member oversees the mentoring to ensure the waiting list is followed accurately.	Designated staff member £5000 School Counsellor £8000
Access Arrangements	Access arrangement in place to ensure pupil premium students are fairly provided for when sitting their exams.	All students had fair access to support GCSE formal exams as well as internal assessments. Individual rooms with invigilators were given for examinations where required. Vulnerable learners were able to operate in exam conditions in which they could achieve the best result possible.	Some limited success this year. This strategy is clearly critical for mental health and wellbeing as well as for academic reasons. Success in the final exams ultimately relies on a whole range of strategies over time.	£1000

Total Budgeted cost: £ 87,000

7. Additional detail:

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

