

Pupil premium strategy statement –Meden 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 |
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| Number of pupils in school | 1079 |
| Proportion (%) of pupil premium eligible pupils | 39.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2021-2024 |
| Date this statement was published | 12/12/2023 |
| Date on which it will be reviewed | 01/12/2024 |
| Statement authorised by | Jim Smith – Head teacher |
| Pupil premium lead | Charlotte Wild – associate school leader |
| Governor / Trustee lead | Matt Wass – head governor |

Funding overview

| Detail | Amount |
|--|-----------|
| Pupil premium funding allocation this academic year | £350, 348 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £93,426 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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> | £443, 774 |

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* of 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 of 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* of our students fully maximise their potential.

In line with our school's intent, we want all of our students to be well-informed young people who have the confidence and knowledge to become catalysts of change. We want all of 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 of 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 of 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 of our individual students' progress will be thorough and 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 of 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 2022, indicate that, on average, our disadvantaged pupils arrive 2 points below their peers. |
| 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 2022, indicate that, on average, our disadvantaged pupils arrive 2.5 points below their peers. |
| 3 | P8 scores in 2023 show that the overall, average progress of disadvantaged pupils is -0.03, compared to non-disadvantaged with an average P8 score of +0.41 |
| 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. Whilst this is improving, there is a common misconception that oracy is solely related to speaking, so consistency in promoting the four strands of oracy are imperative in enabling disadvantaged students to collaborate, converse and communicate with varied authentic audiences. 3175 golden tickets have been awarded to PP students, which is relative in comparison to non-PP students, but there is still scope to reward participation in class. |

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| 5 | Metacognitive and cognitive learning is not yet effective in all subjects or consistent for disadvantaged pupils. Practice needs further development for our disadvantaged pupils. This would ensure, through effective modelling, narrating thought processes and questioning, that pupils make better progress. |
| 6 | Attendance data indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils. The whole school attendance rate for disadvantaged students is 87.6% compared to non-disadvantaged, which is 93.6% (2023 academic year to date). As we know, absence directly affects results, and outcomes over previous years, indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 7 | Engagement with homework is more challenging for disadvantaged pupils due to lack of hardware, IT literacy and internet. Participation levels show disadvantaged students as a whole, do not hand in as much homework as their peers. |
| 8 | Disadvantaged pupils have lower levels of cultural capital and social mobility. The low socio-economic demographic of the local community means that students have lower access to diverse cultural experiences, as well as a lack of confidence and self-belief in their outcomes, which is reflected through destinations data. 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. Over half of PP students (54%) did not attend 2023 Y10 work experience. Barriers to this were often linked to an inability to find sufficient placements within a walking distance from home, and parents/carers not being able to get students to placements further afield. |
| 9 | Mental health related safeguarding concerns due to anxiety, depression, self-harm and low self-esteem have increased and more pupils are being referred for mental health support. |

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 |
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| 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. |

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| <p>Improved progress among disadvantaged pupils, in all 4 of the P8 baskets.</p> | <p>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.</p> |
| <p>Improved oracy skills in disadvantaged pupils.</p> | <p>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.</p> |
| <p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> | <p>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.</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>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.</p> |
| <p>Improved engagement with home-learning for disadvantaged students.</p> | <p>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-</p> |

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| | disadvantaged, in terms of pupils completing their home learning. |
| Students are aware of the multitude of opportunities open to them, for their future destinations and are exposed to more cultural capital opportunities. | All Y11 students secure a next-step place in education / on an apprenticeship / in work, commensurate with their academic abilities. The number of out-of-the-classroom learning opportunities increase. All Y10 pupils secure an appropriate work experience placement. Increased sixth form retention of disadvantaged students. |
| 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. |

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: £217449.26

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Focused work on ensuring effective medium-term planning to support delivery of an ambitious curriculum | Our curriculum has been purposely designed to be ambitious for all students to achieve their absolute best. Ambitious knowledge has been carefully selected by all curriculum areas so that all students, regardless of ability or background, are able to use this knowledge to appreciate difference, challenge stereotypes, and consider ethical dimensions in society. Furthermore, each subject makes a valuable contribution to the development of our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'. All leaders and teachers have been involved in designing and constructing our curriculum and are continually adapting and evolving it to ensure it remains ambitious and relevant to our students and the community that they are from. | 1, 2,3, 5, 8 |

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| <p>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, Metacognitive teaching strategies and cognitive-load theory.</p> | <p>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).</p> <p>In the classroom, modelling using ‘I do, we do, you do’ and narration of this process helps to support disadvantaged pupils. Work has taken place this year on increasing participation ratio and thought ratio in order to encourage all students to think hard. This is an ongoing CPL requirement that will support disadvantaged learners in the classroom to become more independent thinkers.</p> | <p>1, 2, 3, 5, 8</p> |
| <p>Embedding oracy in teaching and learning in all subjects, including personal development.</p> | <p>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/wordgap.pdf Voice 21 At Voice 21, continually developing our understanding of oracy, researching and innovating new ways of developing students’ speaking and listening skills, and dissecting how teachers and schools change through our work with them are essential. https://voice21.org/wp-content/uploads/2023/01/Voice21-Impact-Report-2023-v21-web-1.pdf</p> | <p>1, 2, 3, 4</p> |
| <p>Teaching of Mastery to Y7 and Y8 pupils.</p> | <p>Mastery Learning</p> | <p>1, 2, 3</p> |

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| | <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Amendments have been made to the English mastery lessons to ensure they do not contrast or interrupt the topics being taught but compliment them. This helps to support greater understanding from all learners by reducing cognitive load</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | |
| <p>Training, initially for classroom learning assistants and Achievement Leaders 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.</p> | <p>Metacognition and self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/metacognition-and-selfregulation</p> <p>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).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistantinterventions</p> <p>The Thrive Approach</p> <p>https://www.thriveapproach.com/impact-and-research</p> | 1, 2, 3, 5 |
| <p>Time dedicated to safeguarding training completed by all teaching staff to be aware of prevalent safeguarding concerns</p> | <p>Nottinghamshire Safeguarding Children Partnership</p> <p>https://nscp.nottinghamshire.gov.uk/</p> <p>The National College</p> <p>https://nationalcollege.com/secondary</p> <p>Self-harm Toxic Trauma and Stress Adverse Childhood Experiences</p> | 9 |

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

Budgeted cost: £102068.02

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>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.</p> | <p>This provision will be the approved NTP partner; My Tutor</p> <p>One-to-one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. https://www.suttontrust.com/ourresearch/social-mobility-and-covid-19/</p> | <p>1, 2, 3</p> |
| <p>Targeted students in each year group will receive one-to-one or small group reading interventions.</p> | <p>Reading comprehension strategies will help students to improve in all subjects https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p> | <p>1, 2, 3</p> |
| <p>After-school targeted intervention sessions for Y11 students across all subjects, with a particular focus on exam skills and</p> | <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> | <p>1, 2, 3, 5</p> |

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

Budgeted cost: £124256.72

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
|---|---|--------------------------------|
| Think For The Future – Behaviour and Resilience mentoring for disadvantaged pupils | Behaviour interventions Both targeted interventions and universal approaches have positive overall effects (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1, 2, 3, 6, 8 |
| Attendance Embedding principles of good practice Staff will get training and release time to develop and implement new procedures. Assistant attendance officer appointed | Good practice set out in DfE's advice: https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Assistant attendance officer has now begun small group interventions, whilst also increasing the engagement with parents and carers and capacity to conduct home visits. | 1, 2, 3, 6, 9 |

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| Deputy SENDCO appointed | Due to 56% of Meden SEND pupils also being disadvantaged, a deputy SENDCO was appointed from August 2023. | 1, 2, 3 |
| Deputy headteacher appointed | Deputy head teacher appointed from August 2023, overseeing diversity and inclusion, safeguarding, behaviour and attendance. | 6, 9 |
| 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 and Yipiyap on Demand. | 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, 7 |
| 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/educationevidence/teaching-learningtoolkit/homework | 1, 2, 3, 7 |
| Heads of Year role change to achievement and ATL focus. This will | 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 | 1, 2, 3, 5, 6, 7, 9 |

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| <p>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.</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> | |
| <p>School Counsellor appointed to meet with pupils struggling with social and emotional issues.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Rates of student anxiety nationally have increased https://www.mind.org.uk/information-support/coronavirus/student-mental-health-during-coronavirus/</p> | 9 |
| <p>Outdoor learning opportunities through Forest Schools.</p> | <p>Forest Schools</p> <p>https://forestschoollassociation.org/full-principles-and-criteria-for-good-practice/</p> <p>Outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | 1, 2, 3, 7, 9 |

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| School visits and collaboration with other schools around behaviour and attendance | Senior leaders have visited a range of schools around the country with similar catchment areas and good outcomes for disadvantaged pupils, to share best practice. | 6 |

Total budgeted cost: £443, 774

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data.

For 2023, 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 -0.03 (which was an improvement in 2021/22 outcomes of -0.11).

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 34.8 (38.77 in 2021/22). See DfE guidance for more information about KS4 performance measures.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils. The KS4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.95. It is now at its highest level since 2011.

The average progress 8 score nationally for non-disadvantaged students was 0.17, compared to -0.55 for disadvantaged pupils, a gap of 0.7. Meden School's outcomes for 2022/23 show an average P8 score for disadvantaged pupils was -0.03 with a gap of 0.4.

National figures show that, on average, disadvantaged pupils achieved half a grade less than expected by the end of secondary school, whereas at Meden School, the overall P8 score for disadvantaged pupils was -0.03.

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 2022/23 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 34.8. 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 –EBACC entry for 2022/23 was 3% however all pupils, including disadvantaged have open options and there is no streaming during the options process at Meden. Pupils do complete 3 EBACC subjects to fulfil P8 targets.

Absence among disadvantaged pupils was 3.9% higher than their peers in 2022/23. 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---|----------------------|
| One to one tutoring in Maths, English and Science | My Tutor |
| Behaviour and resilience training and mentoring | Think For The Future |

Service pupil premium funding

*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***

No Y11 students in 2022/23 were in receipt of service pupil premium funding.

The impact of that spending on service pupil premium eligible pupils

Further information

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