

Pupil premium strategy statement – Meadow Park School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	783
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers.	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2023
Statement authorised by	Bernadette Pettman
Pupil premium lead	Kerry Secker
Governor / Trustee lead	Paul Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,738
Recovery premium funding allocation this academic year	£81,282
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	£384,020

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students at Meadow Park School, irrespective of their background or the challenges they may face, make excellent progress and achieve high attainment across the curriculum. We have prioritised diversifying the curriculum to ensure that it is both broad and balanced, with the addition of engineering, this has included recruiting and retaining specialist teachers in these areas, as well as utilising the MAT network to support staff development in these areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the above goal. We want to ensure that any barriers to students' learning are removed and that all students can achieve the best possible outcomes and successfully progress into post-16 studies.

The main focus of our approach is high quality teaching and learning. In the EEF 3-tired approach this is highlighted as a key ingredient in of success and therefore a proportion of the pupil premium funding is allocated to this area, it will also benefit non-disadvantaged students as well. There is also a relentless focus on individual students eligible for pupil premium funding at a whole school, department and classroom level providing targeted academic support where appropriate. The third tier highlights specific interventions and wider strategies that are used on a personalised basis to remove barriers to learning. Regular pupil premium strategy group meetings with all relevant stakeholders ensure a holistic approach to these interventions.

Also highlighted in this document is the approach for the wider school plans for education recovery.

Our approach will be driven by data and not assumptions. The whole school focus on data driven instruction and responsive teaching will ensure:

- Disadvantaged students are challenged in every lesson and make excellent progress
- Timely interventions are put in place when identified through data reviews
- All staff take responsibility for the outcomes of disadvantaged students and champion their success.

Challenges

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

Challenge overview:

A significant proportion of students do not arrive at secondary school ready to learn due to previous adverse childhood experiences and lower levels of prior attainment which results in a lack confidence and self-esteem and often an inability to self-regulate their behaviours in order to learn effectively. Supporting these learning behaviours, can best be achieved through; highly effective pupil – school/home relationships, consistently high-quality teaching and learning so that we close the social, emotional and academic attainment gap that exists between disadvantaged pupils and their peers. Our evidence indicates that for a large number of disadvantaged pupils, parental engagement with school is limited (e.g.: low attendance at Progress Evening, low attendance at parent and pupil support sessions, ensuring that their child attends an after-school intervention). This lack of engagement has a more pronounced detrimental effect on disadvantaged pupils' future academic progress in comparison to that of their peers. A high proportion of those students who are persistently absent from school are PP pupils and their lower than typical attendance patterns inevitably impacts on their learning, their confidence and their attainment, causing them to fall further behind their peers, resulting in a lack of aspiration and creating a sense of hopelessness. Progress and attainment data for Key Stage 3 students has been made more robust by implementing a MAT-wide assessment framework with support and analysis of progress more accurately for all cohorts, demonstrating impact, and informing continued implementation strategies for PP students.

Challenge number	Detail of challenge
1	Attendance is lower than national. Punctuality to lessons and internal truancy is also an issue for the disadvantaged learner in comparison with the non-PP cohort.
2	The attainment and progress of disadvantaged students in Mathematics is generally lower than that of their peers, especially at the strong pass level. Students (in particular those who are high prior attainers) eligible for the pupil premium funding have historically made less progress than other students.
3	The attainment and progress of disadvantaged students in English is generally lower than that of their peers. Disadvantaged students tend to have less awareness of the wider world and the issues that affect us all. They also tend to have lower levels of 'general knowledge' which would, in terms of reading, allow them to make connections and interpret what they are reading in a meaningful way. Although the gap closed in the 2023 exam series, this is illustrated with a gap in English outcomes, especially for a strong pass where the gap for disadvantaged students is larger than at a standard pass.
4	Disadvantaged students in year 7 arrive with lower academic starting points in KS3 when compared with their peers. There is a significant overlap of students who are disadvantaged and also have SEND/ EAL

	needs. It is recognised through teacher assessments and in discussions with students that significant support is required to support these students in closing the attainment and progress gap.
5	Assessments of students, student voice and feedback from parents has shown that disadvantaged students have less cultural capital. Disadvantaged students are less likely to understand the meaning of key words and cultural references within texts and other media. In turn this means that disadvantaged students are less able to make good progress. Literacy levels on entry to the school are low, with reading ages below expectations. In September Year 7 arrived with a number of students with the lowest reading age of 6 years and 3 months and low vocabulary levels due to disadvantage, as well as gaps in numeracy.
6	Through discussion with families, teacher assessments and mentor wellbeing checks with students it has been identified that families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This increased significantly since COVID. It is also driven by the lost learning time and lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. There has been a significant increase in the number of disadvantaged students receiving small group support or individual counselling sessions.
7	Students who are subject to adverse childhood experiences (ACEs) struggle to retain knowledge due to extraneous load in their cognitive function. Trauma sensitive education is a factor in children who behave with regards a fight or flight response and therefore do not have the capacity to regulate emotions ready to learn. This has been exasperated by Covid.
8	A number of students, newly arrived to the country, including migrant children, need family support, education around safety and to be taught reading, writing and speaking. These students require cultural capital, vocabulary and living securely in a new country.
9	Parental engagement varies, with reduced participation in parents whose child has a higher level of need. Creating engagement from parents or carers to ensure outcomes improve and students are encouraged to engage in enrichment and extended learning.

Intended outcomes for 2023 and into the future

Intended outcome	Success criteria
<p>The attendance of all students will improve and in particular disadvantaged students' attendance will improve and the improvement will be sustained.</p>	<p>Students respond to ATTEND framework so that the attendance of disadvantaged students will be no more than that of non-disadvantaged students.</p> <p>The persistent absence of disadvantaged students will be no more than 5% below that of non-disadvantaged students.</p> <p>The attendance of disadvantaged students will be above or in line with that of disadvantaged students nationally.</p>
<p>Improved attainment and progress of disadvantaged students across the curriculum, including maths, English and SEND.</p>	<p>Data shows a narrowing of the gap in P8 scores in key areas.</p>
<p>Levels of literacy to improve, including reading ages and comprehension for all disadvantaged students.</p>	<p>Reading ages improve with regards to closing the gap between PP and non PP, as well as closing the gap between reading and chronological age. Staff will see a marked improvement within lessons and internal data will also reflect this improvement.</p>
<p>The mental health and well-being of disadvantaged students will improve and be sustained.</p>	<p>This will be evidenced through student voice surveys in the next two years (2022-2024).</p> <p>Increased and sustained engagement in Meadow Park School's Personal Development programme, including OOSHL (out of school hours learning) programme.</p>
<p>Students with ACEs are well-supported with a multi-agency approach.</p>	<p>Case studies show actions and outcome. LAC and other reports (e.g. Governors) for children show intervention and LAC experiences.</p>
<p>Newly arrived students improve their levels of literacy and show progress against targets set.</p>	<p>TEFL/ EAL provision helps students to improve with regards proficiency.</p>
<p>Increased parental engagement. Increased up of online apps and inclusion in enrichment activities.</p>	<p>Evidence of structured conversations. Case studies record successful interventions. App usage has good take-up.</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: £131,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum leaders lead on developing high quality teaching and assessment, and a broad and balanced curriculum that responds to the needs of learners. Training and development is focused on departmental time to support this activity.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2,3,4,5,6,7,8,9
Re-introduction of diversity in the curriculum, including Music and Design Technology	All KS3 students have the opportunity to experience Music and Design Technology curriculum content. This will improve the opportunities for students' development in cultural and social understanding, improving their cultural capital experiences. The EEF evidence identifies an increase of +3 months. Arts participation EEF (educationendowmentfoundation.org.uk)	2,3,4,5,6
Training and development of teachers is focused on a clear programme of instructional	Instructional coaching is a nationally recognised technique to rapidly improve teaching and learning for all staff. Together with data driven instruction this will enable all teaching staff to identify students quickly and	2,3,4,5,6

<p>coaching and data driven instruction.</p>	<p>ensure strategies in class and externally are in place to improve progress and attainment.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Home learning is structured, clear and impactful for all students with a focus on those who are disadvantaged.</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – this will be considered in the approach at Meadow Park School through the comprehensive OOSHL programme and numerous homework clubs within this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2,3,4,6</p>

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

Budgeted cost: £57,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
A targeted programme of reading for all disadvantaged students to improve reading comprehension and target vocabulary gaps.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	3,4,8
Smaller group sizes for Fortis groups for students with greater SEND/SEMH needs	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. This is particularly important for students who have more complex needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2,3,4,5,7
Mentoring of students by PP premium school lead and other key members of staff across the academic year.	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,2,3,4,5,6,7,8
Students who have SEND and are disadvantaged receive targeted support by teaching assistants.	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	5

Students who are at risk of NEET to engage with the school careers advisor to raise student aspirations, improve academic outcomes and support students reaching the next steps.	The careers advisor offers PP students priority meetings, with clear action plan of next steps. PP students are followed-up in the summer term before the leave.	2,3

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

Budgeted cost: £114,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting strands from the BEEM ATTEND framework: A significant portion of students for whom attendance is a barrier are disadvantaged.	The ATTEND Framework was developed within BHCC as an early intervention programme for school-aged pupils between 5 and 16 years when attendance drops below 90%. It aims to identify all of the contributing factors when attendance is low. The ATTEND Framework is not intended as an open checklist but a way to frame a conversation, or series of conversations, with a family within a trusting and collaborative relationship. https://www.beem.org.uk/Event/152730 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	1,2,3,4,5,6,7
Students have access to small group support and 1-2-1 support with a school mentor.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	7,8

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Students engage in a positive restorative justice programme within school	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Staff will receive training from accredited behaviour support providers to support with RJ/De-escalation approach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6,7,8
Students receive targeted and dedicated careers advice.	Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. The dedicated careers support will ensure students have the knowledge and skills needed to progress towards their aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2,3,6,7,8
Improved monitoring strategies for behaviour with the introduction of Synergy to support behaviour systems, and monitoring of attendance.	Monitoring behaviour is key in identifying targeted interventions. Additional, fast recording systems will support the allocation and accurate targeted behaviour interventions to support students in avoiding FTEs, improving individual attendance at school. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,6,8
Improved parental communication with more responsive technology to support parental (Synergy).	Improved parental engagement systems, where parents can support their children with homework or additional learning activities, can have an increase on student progress by +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6,7,8,9

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. For example, this could include providing uniform, access to trips and travel support as examples.	All
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Total budgeted cost: £302,738

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 2022 to 2023 academic year.

Internal assessments during 2022-2023 suggest that the in-school gap between disadvantaged and non-disadvantaged students is not as prevalent in year 7 and 8. It begins to widen in year 9 and widens further at GCSE, which follows the national trend. Whilst results across the school improved, and the in-school gaps for progress and attainment were less prevalent in Maths and English in first examinations since 2019, there remains funding towards English and Mathematics to continue to reduce the gap.

Due to less disruption caused by Covid-19, we were able to implement more intervention for our disadvantaged students. NTP tutoring was provided in 2021-22 for targeted students using the tuition partners, PET-XI. However, the impact of these interventions was mixed and, when reviewed, it was decided that in-house interventions (which did not require students to miss 3 days of learning) had a greater impact.

Whole-school reading continues to be a priority as it is beginning to close gaps and support age-related progress, especially in Years 7 to 8 where students have a fortnightly lesson in the school library. The plans for 2023-24 are to introduce Fresh Start for the lowest 20% of readers. Reading ages will be identified using NGRT testing in all year groups. A tutor time reading and vocabulary programme has been put into place to improve reading comprehension and vocabulary.

Regular contact through mentors and the pastoral team demonstrated that student behaviour, wellbeing and mental health continue to be significantly impacted and the impact was particularly acute for disadvantaged pupils. We used pupil premium funding and the COVID catch up funding to provide wellbeing support for all pupils, and targeted interventions and free breakfast where required. We are building on that approach in our new plan with the use of the recovery funding and the pupil premium grant.

Externally provided programmes

Programme	Provider

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback across all subject areas. This is part of Meadow Park School's teaching and learning principals. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- a sustained and focused approach to student voice throughout the year to ensure that all students understand the measures in place to help them 'catch-up'.
- regular strategy group meetings involving all key stakeholders to discuss all disadvantaged students across all year groups individually (Team Around the Child meetings).
- a clear focus from all teaching staff on disadvantaged students in teaching groups across all subject areas. This will be supported by the 4Matrix database and internal spreadsheets. Teaching staff will be supported by middle leaders in identifying these students and working with them to narrow any gaps.
- ensuring all teaching staff 'know their disadvantaged students really well' which is another of the "World Class Teaching" initiatives at Meadow Park School. This will be achieved through a clear programme of data driven instruction and instructional coaching.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. The OOSHL programme will encourage all students but with a focus on those who are disadvantaged to participate. Activities will focus on building life skills such as confidence, resilience, and socialising.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. In 2021-22 an external Pupil Premium review highlighted some key areas that now form part of the strategy for disadvantaged students.

Internal data is used to target students but this is also triangulated across other schools in the Finham Park MAT to share best practise. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. The EEF framework and guidance is at the forefront of planning the pupil premium strategy and we will continue to use this through the implementation of all activities.

The plan at Meadow Park School is robust but will be regularly monitored and reviewed to ensure that the best possible outcomes are achieved for disadvantaged students.