

Pupil premium strategy statement

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
School name	Meopham School
Number of pupils in school	1015
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Glenn Prebble
Pupil premium lead	Andrew Rigglesworth
Governor / Trustee lead	Alan Barham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,923
Recovery premium funding allocation this academic year	£60,566
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	£250,289

Part A: Pupil premium strategy plan

Statement of intent

At Meopham School we have high aspirations for all of our students. We believe that they should all be given the opportunity to flourish and reach their full potential regardless of their background and prior attainment.

Barriers exist for different learner groups and we are committed to closing the gap between progress of our disadvantaged students and their peers.

Our key principles:

- Academic interventions to promote progress
- Engagement with home
- Improving Attendance
- Raising Aspirations

Academic Interventions - our academic interventions are varied and start within the classroom, ensuring that class sizes and set up are optimal through to drop down days and interventions outside of lesson time. We strive to offer targeted interventions which are most suitable to the individual student.

Engagement with home - our pastoral team work to ensure that we have contact with home with all our disadvantaged students. This along with the contact made by our teaching staff helps us to understand the needs of individual students.

Improving Attendance - the attendance of our disadvantaged students is monitored carefully and has improved with the strategies we have implemented. The next step is to try to ensure the absence of persistent non attenders improves.

Raising Aspirations - All disadvantaged students have careers meetings within school and with external companies. This year this has had to happen remotely. Aspirational trips and visits will always have spaces allocated for disadvantaged students.

The overall objective of our strategy is to ensure that the gap is closed between our disadvantaged students and all students nationally. We aim for our progress 8 figure to be consistently positive by 2024.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Research shows that attendance is the key defining factor on a pupil's progress.
2	Literacy assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	<p>Gap in attainment (and progress) between disadvantaged and non-disadvantaged students.</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations in some subjects..</p> <p>There is a large gap in attainment nationally between disadvantaged and non-disadvantaged students. This has been made worse by the effects of the pandemic.</p>
4	Our records of school events, parent / carer evenings and other analysis show that the parents / carers of our disadvantaged students are less likely to attend these events than all other families and are sometimes less able to engage with school contacts.
5	Support student mental health/wellbeing with collaborative work of the team around the child TAC. This includes our safeguarding, behaviour and pastoral staff.
6	SAT and CAT scores analysis show that our disadvantaged students are more likely to have lower prior attainment at KS2 and therefore require additional support to ensure good progress into Key-Stage 3 and 4.
7	Student voice, parent / carer feedback and Heads of Year analysis show that sometimes a lack of resources to support learning at home including revision materials, appropriate technology, devices and wifi are a barrier to learning for some of our disadvantaged students.

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
Consolidate the outstanding achievement of disadvantaged students so this remains significantly above national averages and ensure that the gap continues to close.	P8 figure to be above 0.2 for disadvantaged students in Ebacc subjects and at least positive overall. PP vs non PP gap to be reduced by 5% from 2023 results and smaller than the national gap.
Increase the chronological reading age of DA students	At least 70% of DA students who are below their chronological reading age should have increased their reading age by 1 year.
Improve the attendance of disadvantaged students to limit time lost in the classroom.	Attendance for disadvantaged students to move closer to the school average and above 95%.
Teachers know their PP students and their gaps. Learning Leaders will track the progress of PP students termly.	Teachers can identify PP students using information stored on Bromcom and can update and access a strategy register for each student. LL to identify those pupils below target for intervention strategies agreed with curriculum leaders.
Learning Leaders, Curriculum Leaders and Tutors will work collaboratively to identify the individual needs of PP students.	Staff will work to ensure all PP students have access to resources and support mechanisms for their individual needs.

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: £152,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all. Employment of additional teachers allowing for smaller group sizes in English, Maths and Science.</p> <p>We offer high quality teaching as the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	<p>According to the EEF toolkit, as the size of a class or teaching group is reduced it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils - resulting in around three months additional progress for pupils, on average.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p>	<p>1,3 & 6</p>
<p>Learning Leaders</p> <p>Having Learning Leaders across the school ensures targeted support for focus groups by evaluating and monitoring pupil progress and providing strategies to raise their attainment. It also provides a point of contact for parents with regards to their child's progress across all subject areas. This also enables every student and parent/guardian access to an academic mentor.</p>	<p>“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.”</p> <p>EEF Teacher Toolkit Mentoring.</p>	<p>1,2,3,4,6 & 7</p>
<p>CPD</p> <p>Staff receive CPD throughout the year with varying focuses. These include safeguarding, SEND and stretch and challenge to name but a few. Maths Mastery has been embedded in the teaching of KS3 Maths.</p> <p>These development opportunities ensure staff are informed of current policies and strategies to ensure the safest and most effective</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p> <p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)</p>	<p>1,2,3,4,5 & 6</p>

learning environments for our students.		
Classroom strategies – seating plans, mark first, verbal feedback, assessment for learning (AFL)	Our Mark First and Verbal Feedback policy ensures that we provide information relative to learning goals and outcomes for our PP students, emphasising the importance of effort and perseverance. Feedback studies tend to show very high effects on learning. Research evidence about feedback was part of the rationale for assessment for learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.	3 & 6

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide GCSE revision guides, workbooks and metacognition strategies. Providing students with useful resources and facilitating quality revision not only helps pupils to remember facts, figures, topics and methodologies for their exam but it can help increase their confidence and reduce anxiety. Students become more focused during the exam season if they feel prepared and well supported. Cost of resources can be a factor to students who are eligible for the PPG and we want to ensure that every student has access to items necessary to aid their learning.	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 maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF EEF suggests +8 months progress for metacognition and self-regulation.	3 & 7
Interventions and Revision Sessions	To address historic underachievement through targeted intervention providing additional content and revision support. This personalised approach ensures that impact is sustained in normal classes.	3 & 7
Targeted Tutoring Tutoring to be provided by teachers during school hours for KS3 - KS5 students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,6 & 7

	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	
<p>Careers Guidance</p> <p>A dedicated Career advisor works closely with pupils to offer advice and support relating to post 16 education and choices.</p>	<p>"It is also important to guarantee that each and every pupil has career guidance that meets their own needs. This means that in some cases students may take part in different activities or receive different volumes and types of support. At Castle View Enterprise Academy, Year 7 students eligible for pupil premium were selected to take part in a 5 week business mentoring programme. Activities that require students to self-refer can sometimes miss those who might benefit most from a programme".</p> <p>https://www.goodcareerguidance.org.uk/case-study/addressing-the-needs-of-each-pupil</p>	4 & 5

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

Budgeted cost: £45,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Additional staff have been employed to monitor and promote attendance. All staff share the responsibility of promoting attendance and a whole school strategy is in place.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>"Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour."</p> <p>Behaviour interventions strategy from the EEF teacher toolkit.</p>	2 & 3
<p>Laptop/ Device Provision</p> <p>Students are provided with laptops/devices where required to access work from home when self isolating.</p>	Digital technology can add up to +4 months progress (EEF, 2020)	3 & 7

Metacognition and self-regulation	The Sutton Trust suggests classroom strategies that encourage students to be aware of their own learning, such as inquiry or problem solving, develops reflectiveness and supports student evaluation. Metacognitive and self-regulation strategies can have an impact of 8+ months to a pupil's progress.	3 & 5
Personalised support	Research shows that living with stress and in poverty changes children's brains and their thinking. Personalised support within school is valued and has a huge significance for each pupil. Personalised support is offered through counselling sessions, careers meetings and intervention sessions.	1, 3 & 7
Aspirational visits Trip and visits will be planned in accordance with government advice in relation to COVID-19	Although the Sutton trust toolkit suggests that aspirational interventions have little impact on educational achievement, we believe in exposing students to new opportunities and aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy	3, 4 & 5
Parental Engagement There is an important distinction between involving parents in schooling and engaging parents in learning; it is the latter that has shown to have the greatest positive impact. While involving parents in school activities may have an important community and social function, the key to facilitating positive change in a child's academic attainment is the engagement of parents in learning outcomes in the home.	International research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement. (Family School & Community Partnerships Bureau) EEF Toolkit Parental Engagement suggests +3 months progress.	1, 3 & 4
Music Lessons Music lessons are provided for those students who express an interest in learning a particular instrument. Transport home can also be provided when these lessons take place after school.	"Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities – specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	1 & 3
Catering Provision Students partaking in catering have their ingredients provided so this is not a barrier to opting for the subject.	Participation in arts and practical subjects contributes to increased progress. EEF Toolkit - +3 months progress	3 & 5
Heads of year Heads of year have been implemented so each year group has a member of staff responsible for pastoral	Research has shown that having a designated head of each year group has a positive impact on parental engagement, attendance and behaviour. EEF Toolkit Parental Engagement suggests +3 months progress.	3, 5 & 7

<p>issues including behaviour and attendance.</p>	<p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”</p> <p>Behaviour interventions strategy from the EEF teacher toolkit.</p> <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to a purposeful learning environment.</p> <p>EEF Supporting Behaviour in Schools Guidance</p>	
---	---	--

Total budgeted cost: £240,481

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.

A key focus of the pupil premium strategy continues to be addressing the gaps that widened as a result of periods of school closure during the pandemic. We know that pupil premium students were more adversely affected by these closures than non pupil premium students. We used funding to reduce class sizes in core subjects which helped to close some of the progress gaps.

Our most recent progress 8 disadvantage gap is below the national average for the period of 2022-2023 and has narrowed from 0.55 in 2022 to 0.07 in 2023. The gap has also closed in Ebacc to 0.03 well below the national average of 1.35 (using 2019 data)

1. Our disadvantaged students attainment scores are higher than the national average of 36.7 (using 2019 data) and our attainment gap has closed from our 2021-22 results. the attainment progress score for our disadvantaged students was 37.8
2. The progress 8 figure for our disadvantaged students is above the national average of -0.55 (using 2022-2023 data). Our disadvantaged students achieved a progress 8 score of -0.32.

We have prioritised student well-being, mental health and pastoral support as these continue to be issues for our disadvantaged students following periods of school closure as a result of the pandemic. This focus allowed us to better support families where attendance was an issue and reassure students that the best place for them was in school.

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
Childhood Bereavement	Winstons Wish
Prevent Training	HM Government
Online Learning	Seneca
Online Maths	Sparx Maths & Mathswatch
Mental Well-being for Children and Young People	Educare
Understanding County Lines in Young People	The National College

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Additional Activities

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

- using the school led tutoring grant to provide 1:1 and small group tutoring with students in years 7-11.
- ensuring our students are aware of the strategies in place to provide 'catch-up' and support for the learning time lost. This helps to address the students' concerns around their progress - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.