

Pupil Premium Strategy and Review

1. Summary information for the current academic year

School	Meopham School				
Academic Year	2020/21	Total PP budget	2019: £148,025	Date of most recent PP Review	July 2019 Trust Panel
Total number of pupils	861	Number of pupils eligible for PP	191	Date for next internal review of this strategy	Sept. 2021

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
2020 Progress 8 score average	+0.867	
2020 Attainment 8 score average	45.8	

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Due to the closure of schools on 23rd March 2020 because of Covid-19, implementation of the Pupil Premium Strategy 2019-20 was suspended. Meopham School directed its resources towards supporting eligible pupils to maintain their continuity of learning. As no KS2 data will be available to benchmark standards for Year 7 pupils on entry in September 2020, the school is taking steps to ensure that meaningful
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	data is generated during Term 1 to identify disadvantaged pupils who need additional support, so that reliable progress targets can be set. The same process is in place for other year groups.
B.	Further raise achievement of pupil premium students so that all students make progress that is above the national average from their starting points. (SIP 2020-21)
C.	Pupils under the Pupil Premium funding becoming disengaged with school. Low self-esteem, lack of support and low aspirations can create a negative outlook at school. A more tailored approach is needed for these students as not all universal strategies will work for them. Using staff members as key workers, who are carefully matched with students, will help build relationships and offer support suited to each individual student.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance for pupils eligible for PP is below the whole school target. This reduces their school hours and causes them to fall behind. Strategies are addressed school wide via Learning Leaders and form tutors, including back to school interviews. Individual strategies are designed around the individual student and their families, which may include reward incentives and transport costs.
E.	Parental engagement can be a challenge. Parental Involvement in a child's learning is important for a students intellectual and social development, and has a significant effect on educational achievement. Parents of disadvantaged students can make a positive contribution to their child's academic achievement if support and encouragement is offered. Meeting and working with the families is imperative. We use a family room to help build relationships in a warm, welcoming environment.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Consolidate the outstanding achievement of disadvantaged students so this remains significantly above national averages and ensure that the gap continues to close.	P8 for year 11 students in 2021 will be positive. The comparison between DA students and all students will be reduced.
B.	Attendance is 95% for disadvantaged students	Attendance for DA students will be tracked weekly and termly, presented in Panel and Governors reports.
C.	Reduce the persistent absence of DA students so that it is less than 10%	Attendance for DA students will be tracked weekly and termly, presented in Panel and Governors reports.

5.Planned expenditure**Academic year****2020/21**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employ additional teachers allowing for smaller group sizes in English and Maths	We offer high quality teaching to these pupils as the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.	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.	Curriculum structure in English and Maths will show additional groups and smaller group sizes. RAP meetings will identify students requiring additional support, discussion and action by Curriculum Leaders.	ARI	Annually
Learning Leaders	To enable every student access to an academic mentor	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.	LL will be line managed by DHT and will attend RAP meetings with CLs and DHT. Actions in response to data and referrals will be recorded.	KGI	Termly RAP meetings and weekly line management meetings.
Total budgeted cost					£117,781

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Advisories and Interventions	To address historic underachievement through targeted interventions	Advisories have a PP focus through targeted intervention providing additional content and revision support. This personalised approach ensures that impact is sustained in normal classes.	Intervention registers, data tracking and regular parental contact to support attendance.	ARI	As required
Provide GCSE revision guides, workbooks and additional resources to KS4 students.	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.	Providing students with useful resources and facilitating quality revision not only helps 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.	All year 11 PP students will receive revision guides prior to mock examinations.	ARI	Term 2
Total budgeted cost					£12,595

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Classroom strategies – seating plans, mark first, verbal feedback, Assessment for Learning (AFL)	To provide specific guidance on how to improve, encourage and support further effort	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	Quality Assurance by Curriculum Leaders, Senior Leaders and RSL for Vulnerable Groups. Learning Walks, Student Voice and Department Deep Dives	ARI/ZRO	Termly

		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.			
Metacognition and self-regulation	To carefully implement teaching approaches which encourage learners to plan, monitor and evaluate their learning	The Sutton Trust website suggests classroom strategies that encourage students to be aware of their own learning, such as enquiry 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.	Quality Assurance within departments and across the Character Curriculum.	ARI/HCU	As required
Personalised support	To ensure every student has support in place that is individual to his or her needs.	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	Recording and tracking of support given and improvements in attendance / behaviour / attainment	ARI	Ongoing
Aspirational visits	To ensure that all students, regardless of their background, have the opportunity to aspire to higher education or sustainable employment.	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 Trip and visits will be planned in accordance with government advice in relation to COVID-19	RSL for Vulnerable groups will oversee the quality and focus of aspirational visits. The trips will be reviewed by LL and DHT as a reflection exercise	ARI	As required

Parental Engagement	To engage with parents to promote progress and learning in and outside of the school environment. The aim is to develop positive relationships with parents who previously have been hard to reach.	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)	RSL for Vulnerable groups will provide staff with strategies to help involve parents with students learning. For example; Edulink and google classroom, positive phone calls. Informal evenings for parent and teacher discussion.	ARI	Ongoing
Total budgeted cost					£11,950

6. Review of previous expenditure

Previous Academic Year	2019/20
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i. Quality of teaching for all

Action	Intended outcome	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
Employ additional teachers allowing for smaller group sizes in English and Maths	We want to offer high quality teaching to these pupils as the effects of	92.3% of PP students achieved grade 9-4 in English compared to 91.6% of all students.	We aim to continue this approach, although increasing cohort sizes will diminish this opportunity over time	£75000

	high-quality teaching are especially significant for pupils from disadvantaged backgrounds	19.2% of PP students achieved grade 9-7 in Maths compared to 14% of all students.		
Learning Leaders	To address historic underachievement through targeted interventions	Students were identified in RAP meetings and invited to attend interventions in relevant subjects to aid progress. Classroom teachers tracked attendance and LL followed up non attenders.	A dedicated LL for Vulnerable groups is a valuable tool to understanding and responding to the individuals needs. While our LL has a dual role (AHT Behaviour) we are recruiting an Associate Learning Leader for this group, to support the ever growing cohort.	£34000

ii. Targeted support

Action	Intended outcome	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
Saturday school, advisories and interventions	To address historic underachievement through targeted interventions	Interventions were run in Maths, Science and English for year 10 and 11 students. Advisories were used for additional revision sessions provided to certain groups including PP students.	During school interventions ensure that students can attend. After school intervention relies on students being able to make arrangements for getting home which can be a barrier to attendance.	£4000
Provide GCSE textbooks and additional resources to KS4 students	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 that will aid their learning	PP students were provided with revision guides and workbooks in Maths, English and Science to support revision.	Guidance on how to best make use of the resources provided would make the provision even more valuable. Instruction on revision strategies which are subject specific would further support students during their independent revision.	£2600

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on	Lessons learned (and whether you will continue with this approach)	Cost
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		pupils not eligible for PP, if appropriate).		
Classroom strategies – seating plans, mark first, verbal feedback, Assessment for Learning (AFL)	To provide specific guidance on how to improve, encourage and support further effort	The progress 8 score for our PP students was positive at 0.867, showing above expected progress.	Quality Assurance by Curriculum Leaders, Senior Leaders and LL for Vulnerable Groups. Learning Walks, Student Voice and Department Deep Dives	£1500
Personalised support	To ensure every student has support in place that is individual to his or her needs	During lockdown laptops and workpacks were provided to support home learning during. Taxis home from intervention were paid for where PP students were otherwise unable to attend. Music lessons and food for catering were provided where required.	Support for students should always be addressed with a personalised approach. Each student will need interventions to reflect their individual circumstances.	£5000
Metacognition and self-regulation	To carefully implement teaching approaches which encourage learners to plan, monitor and evaluate their learning	Students were provided with a rigorous character curriculum during advisory sessions, delivered by tutors. These sessions promote discussions and debates about real life issues aiding students in their own self reflection.	Students at KS3 will now benefit from values lessons providing more time each week for the development of character, metacognition and self-regulation.	£1000
Aspirational visits	To ensure that all students, regardless of their background, have the opportunity to aspire to higher education or sustainable employment.	A multitude of trips and visits were able to take place last year, however due to the pandemic many had to be cancelled prior to lockdown. When safe to do so trips and visits will resume, including working with The University of Kent outreach programme to provide aspirational visits for PP students.	We await government guidance on trips and visits resuming, however the feedback from students and parents on the trips which did run has been positive. We hope to again offer aspirational visits as soon as it safe to do so.	£2000

7.Additional detail



