Medina College Pupil premium strategy statement 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Medina College
Number of pupils in school	891
Proportion (%) of pupil premium eligible pupils	39% (349)
Academic year/years that our current pupil premium strategy plan covers	3 year plan
Date this statement was published	Dec 2021
Date on which it will be reviewed	31 st Dec 2022
Statement authorised by	Matthew Parr Burman
Pupil premium lead	Kirsty Jones
Governor / Trustee lead	Richard Bridgford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 293335
Recovery premium funding allocation this academic year	£22035
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	£ /

Part A: Pupil premium strategy plan

Statement of intent

Our intent: All pupils regardless of their backgrounds and the challenges make good progress and achieve good outcomes, enabling them to unlock their potential and aspire to bright futures.

We have high expectations and ambitions for all of our pupils regardless of their disadvantaged status. The focus of this strategy is to enable our vulnerable pupils to achieve their goals. To do this we consider the full range of challenges that they face.

High quality teaching is central to this strategy, our disadvantaged pupils frequently have lower reading ages than their chronological ages on entry and this prevents them from fully accessing text and responding effectively. Improving learning by focusing on literacy and metacognitive strategies is relevant to our pupils and is proven to have a good positive impact on closing the disadvantaged gap. These actions will benefit all students.

In KS3 we focus on developing reading, vocabulary, comprehension, problem solving and working memory skills of our pupils so that they are on an equal literacy and confidence footing with their peers going into KS4 and able to access the full curriculum offer.
In KS4 we focus on subject specific literacy development to enable all pupils to be able to understand the exam questions and then provide a full response so that they can achieve their target grades.

Education recovery for lost learning is essential to accelerate the progress of pupils whose education has been worst affected. We provide targeted support to pupils including through the National Tutoring Programme to provide additional learning time with subject specialist teachers.

Outside of the classroom providing pastoral support to improve attendance, behaviour and confidence are priorities for specific students.

Our approach is reflective of the needs of our cohort and also of the needs of our individual pupils, it is based on strong diagnostic assessment of need, sustainable application of SMART actions suitable for groups and individuals. To ensure effectiveness we will:

- ensure disadvantaged pupils are challenged in the work they are set.
- identify issues and needs and provide intervention for groups and individuals.
- adapt a focused approach to raise disadvantaged pupils expectations and their outcomes.

We are committed to narrowing the attainment and progress gap of our disadvantaged pupils over the life of the plan, improving their progress alongside sustaining the progress of other non-disadvantaged students. We will make adjustments in light of reviews as needed in order to maximise progress.

We have looked closely at recommendations from EEF, GOV.UK and our own internal reviews of PP actions when writing this document and have focused our strategy in line with the Federations wider school improvement plan.

Challenges

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

Challenge number	Detail of challenge
1	**Literacy and numeracy skills entering year 7 are lower on entry for pupils eligible for PP than for other students**(Source- CAT) . The average reading age when compared to Chronological age is negative for year 7. All students are behind in their reading and comprehension by 6-months on entry and Pupil Premium students at 23 months behind. (Source- NGRT). A significant number of pupils don't have the necessary reading, stamina, language comprehension and vocabulary to access assessment questions and therefore lack the resilience to try. (Source- Teacher feedback on pupils' levels of engagement and participation) This restricts them from making good progress in Key Stage 3. We need to remove this disadvantage so that we can capture all talent early and enable all students to access the KS4 curriculum without disadvantage.
2	**Development of literacy and numeracy skills for Year 8 and 9 PP pupils has been negatively impacted by the Pandemic**. pupils' reading, vocabulary and comprehension skills are lower than their peers, their working memories are shorter and they have less resilience and confidence than their peers(Source- NRGT results; school's rewards and behaviour points).
3	**Our current KS4 pupils who are eligible for PP made less progress than other pupils in their year groups last year across a range of subjects**. This is a key group of youngsters with lower literacy skills than their peers, less confidence and less willingness to persevere. These barriers are negatively impacting their ability to do well in assessments and exams. There is more than half a grade negative gap on average across English and maths and other subjects for disadvantaged pupils and their non-disadvantaged peers (Source- School's internal subject progress data).
4	**Pupils with significantly lower phonics skills and lower reading ages struggle to engage in their learning** (Source- Teacher feedback on pupils levels of engagement and participation).
5	**Attendance rates for PP pupils are lower than NA.** reduced school hours causes pupils to fall behind in their education. Our attendance data since September 2021 indicates that attendance among disadvantaged pupils has been between 3-4 % lower than for non-disadvantaged pupils (Source- Attendance data and progress reviews).
6	**For a small minority of identified pupils, progress, attainment and positive behaviour for learning are identified challenges, often this is accompanied by attendance rates that are lower than NA** (Source- Schools rewards and behaviour points and attendance data).

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
1. **High levels of progress in literacy for Year 7 eligible for PP.** Develop an enjoyable and engaging culture of reading where Pupils read widely and often, with fluency and comprehension appropriate to their age	NGRT demonstrates improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non- disadvantaged peers.
2. **High levels of literacy progress for year 8 and 9 pupils eligible for PP** Enable pupils to gain the knowledge and language comprehension skills necessary to read and communicate effectively	NGRT demonstrates improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non- disadvantaged peers. . Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
3.**High levels of progress for year 10 and 11 pupils eligible for PP funding and other vulnerable pupils who are underachieving** Enable pupils to gain the knowledge and language comprehension skills necessary to read and communicate effectively	High levels of progress among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their peers, so that the gap reduces from 1.1 grades at the current time to 0.25 of a grade by 2024/ 2025
4. **Improve the reading ages of students with low reading and literacy skills**	NGRT demonstrates improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non- disadvantaged peers.
5. **Increase attendance rate for students from disadvantaged groups**	Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. The percentage of all pupils who are persistently absent being below 26% and the figure among disadvantaged pupils being no more than 5% lower than their peers (Source-www.compare-school-performance.service.gov.uk Absence data covers pupils aged 11 to 15 on 31 August 2018, and is for the full 2018/2019 academic year).
6. **for identified students improve rates of progress, raise attainment and demonstrate positive behaviour for learning including improved attendance rates**	High levels of progress among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their peers, so that the gap reduces from 1.1 grades at the current time to 0.25 of a grade by 2024/ 2025

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: £52,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate testing NGRT identifies reading ages of pupils.NGRT testing nationally recognised accurate indicator of levels of reading ages Use NGRT reading ages to share implications to learning in CPD with intent to raise awareness of barriers to learning amongst all staff. Accelerated reader progress reviewed termly and adapt in class as required to accelerate progress of individual students NGRT shared with teachers and tutors to support teach First strategies. NGRT results shared with parents/ guardians to develop good school/ home relationships and encourage focused support when home learning.	Accurate robust diagnostic data, analysis and communication is essential. We know this from our historic use of NGRT.	1; 2
Tutor support and engagement in reading culture 3-year reading and literacy development program running in tutor times in Key Stage 3 to promote the importance of oracy and developing reading levels through reading aloud and follow on discussion strategies.	Reading comprehension combined with oral language development develop skills and understanding and use of language +6 months of additional progress (Source- EEF).	1; 2
Quality reading resources and provision Fully resourced libraries including appropriate books, accelerated Reader programme provision, subject specific books and related literature for extended learning. Employment of librarian and library assistant to lead library provision, intent on developing a positive reading culture for all students. Rebranding of MC library lighting, new layout, refurbishment, review and update of current reading materials, literacy lessons on timetable.	Mastery learning + 5 additional months	1; 2
Action- Faulty based CPD approach. Development of literacy SKU in each Faculty. Reviews of individual positions with the HIAS literacy expert. subjects have many similar issues, but also has identified its own specific issues for reading and own specific areas for development to accelerate reading and comprehension skills. Secured funding for 6 more sessions to develop Faculty/ subject required developments	Reading comprehension strategies +6 additional months (Source- EEF)	1; 2; 3; 4

Specific CPD programme for the coming year that will cascade every half term from faculty leader support sessions with highest, two faculty CPD and tasks, to. there will be 3 R's monitoring and review of progress Curriculum planning CPD to ensure literacy focus is embedded		
Acceleration and motivation events For Year 7. pupils with CAT scores between 90-95. This is a key group of often disadvantaged and disengaged individuals.	collaborative learning approaches +5 additional months.(Source- EEF)	1

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

Budgeted cost: £168,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring Extra curricular timetable has been developed that enables additional core subject lessons to be taught by subject specialists to small key groups of underachieving identified pupils to accelerate their progress	individualised instruction +4 additional months (Source- EEF)	3
1 to 1 tutor support Using in school and NTP online tutors for identified pupils requiring core subject support. 15 hours per student.	one to one tuition +5 additional months	2; 3; 4
Small focus classes in English and Maths For lowest 10% CATs score in Year group. Specialist intervention teacher who will over teach core skills. pupils achieving required levels will return to English and maths classes with their skills embedded	small group tuition +4 additional months (Source- EEF)	4
Phonics Teaching sessions for identified pupils to support phonics development and fill gaps in knowledge using "letters and sounds" program. Fully resourced phonics program including appropriate resource, including creation and new phonics co-ordinator post, responsible for training LSA team, reviewing and assessing progress	phonics 5+ additional months (Source- EEF)	4

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

Budgeted cost: £100,400

Activity	Evidence that supports this	Challenge number(s)

	approach	addressed
Tutor program with attendance and rewards focus one day per week		5
Attendance rewards In assemblies celebrating and Raising profile of importance of good attendance	behaviour interventions. 4+ months of additional progress (Source- EEF)	5
Family Liaison Officer Liaises with the head of year 10 and year 11 to develop strategies to support the learning needs of pupils to ensure good progress. working effectively with parents and subject leaders to support in their learning.		6
Assistant Heads of Year Supports pastoral and learning needs of pupils in specified year groups so that their opportunities and life chances are significantly improved. to support positive outcomes of disadvantaged pupils. Working effectively with parents and a range of agencies.		6

Total budgeted cost: £ *321,282*

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 2020 to 2021 academic year.

In 2018/ 2019 we developed a 3-year disadvantaged plan. This outcomes review looks at the impact of spending of Pupil Premium Grant 2020/ 2021.

In March 2020 the Covid-19 pandemic saw the country enter a series of lockdowns, home learning replaced school based learning and centre assessed grades replaced exam and coursework exam moderated grades at GCSE. Like many others our Disadvantaged strategy had to adapt and intently focus to meet the needs of our students in response to new circumstances. to this end actions were created, focused, postponed or stopped. In July 2021 the school was subject to a Cyber attack, all data and information held on the schools system was stolen.

This review shows impact in terms of pastoral support and educational resources as well as key assessment data available from external sources. It considers what the probable outcomes would have been given trajectories and additional supportive evidence.

our internal assessments during 2020/21 suggested that performance of disadvantaged students was lower than in previous years in the specific subjects. Despite making good progress during 2018/19 the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully achieved.

Analysis of assessment indicates that outcomes were affected by the COVID 19 pandemic. which disrupted all subject areas to varying degrees. In line with other schools across the country, school partial closures were detrimental to disadvantaged students as they could not benefit classroom based teaching or targeted interventions to the extent that it has been undertaken in previous years. We provided Chromebooks to all students who required them and we also provided high quality home education including live learning, Hegarty Maths, Linguascope , and Art packs to students.

Attendance is a key focus of our own strategy moving forward. In 2021 non- PP attendance was lower than in the last three years at 89%. This is higher than the national average for Aut 2021. Absence amongst disadvantaged students was 4% higher than their peers and persistent absence was 2% higher. the number of PA students is larger than in previous 3 years,

Analysis of learning behaviours, rewards and sanctions demonstrate that pupil wellbeing and mental health were impacted over the past year due to successive lockdowns and other COVID related issues. This impact was more keenly felt by disadvantaged students . We used Pupil Premium funding to provide pastoral support for all pupils, and targeted interventions where required. We are building on this approach in the current plan.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.