Medina College Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium funding (and recovery premium funding) for the 2023 to 2024 academic year. This funding is to help improve the progress, attainment and the wellbeing of our socially disadvantaged and vulnerable pupils.

Within this document we will outline our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium funding had within our school.

School overview

Detail	Data
School name	Medina College
Number of pupils in school	743
Proportion (%) of pupil premium eligible pupils	35.26% (262)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025 3 year plan
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	K Bains
Pupil premium lead	L Southwell
Governor / Trustee lead	J Hastings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 273,525
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year This is the revised amount after National Tutoring Program funding recovery	£273,525

Part A: Pupil premium strategy plan- Statement of intent

Our intent: All pupils regardless of their backgrounds and their challenges make good progress and achieve good outcomes, enabling them to unlock their potential and aspire towards achieving 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 all our disadvantaged pupils to achieve their goals. To do this we must consider the full range of challenges that they face.

High quality teaching is central to this strategy, our pupils most at risk of underachievement often have lower reading ages than their chronological ages on entry, and this prevents them from accessing texts and limits their ability to provide skilled and knowledgeable responses. Improving teaching and learning by focusing on literacy and metacognitive strategies is relevant to our pupils and is proven to have a positive impact on closing the disadvantaged gap (Source- EEF) . This literacy focus benefits every pupil.

The priorities identified in our Pupil Strategy are aligned with our current School Improvement Plan.

- Whole school reading strategies are mapped.
- Curriculum areas have identified reading strategies within their SOW
- At KS3 there is an increase in the number of students whose reading age matches their chronological age.
- Significant improvement in the attendance of disadvantaged students - strategies in place that demonstrate a significant impact in improving attendance and reducing PA

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 and sustainable application of SMART actions. To ensure effectiveness we:

- Ensure all pupils are set challenging work to maximise their learning.
- Provide targeted support for those with identified needs.
- Are considerate of the challenges that socio-economic disadvantage brings to pupils and their families

We are committed to raising attainment and progress of our pupils most at risk of underachievement over the life of this plan, improving their progress alongside sustaining the progress of other pupils. 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 our strategy is built into the school's improvement plan.

Challenges

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

Challenge number	Detail of challenge
1	**Literacy - vocabulary deficit, reading and oracy** **A significant number of pupils on entry do not have the necessary reading stamina, language comprehension, vocabulary or fluency to access age appropriate teaching materials and assessment questions and therefore lack the resilience to try.** (Source- SAT, CAT, Teacher and pupil feedback on pupils' levels of engagement and participation).
2	**Development of literacy and numeracy skills for a significant number of Year 8 and 9 pupils is still an area for development. There are gaps in learning and as a result these pupils' reading, vocabulary, comprehension and fluency skills are lower than their peers.** (Sources- NRGT results; in school progress data; teacher reviews).
3	**At KS4 the pupils most at risk of underachievement are those whose literacy skills are lower than their peers.** This is a key group of pupils with less confidence in their academic potential and so less willingness to persevere. These barriers are negatively impacting their ability to do well in assessments and exams. (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).** The reading ages of year groups improves each year and the number of pupils requiring further support reduces. However, in each year there is a group of pupils with SAS scores of <89 who have had support and /or interventions to improve reading scores, but whose reading age was sufficiently low, that they continue to require further support to improve their reading ages.
5	**Our data shows that students with lower attendance rates are at risk of underachievement. Reduced school hours causes pupils to fall behind in their education and provide barriers to future learning.** Attendance YTD (Dec 2024) is currently 88.42%, PP is 81.98%. Non PP 90.92%, Data from compareschoolperformance.GovUK is 90.9% national for state funded schools. https://www.compare-school-performance.service.gov.uk/school/150099/medina-college/absence-and-pupil-population. Conversations with parents/ guardians and their children reveal stress and anxiety about gaps in learning which are barriers to attendance and engagement and are negatively impacting learning potential.
6	**For a minority of identified pupils, progress, attainment and positive behaviour for learning are identified as challenges,** often this is accompanied by attendance rates that are lower than national average (Source - Schools rewards and behaviour points and attendance data). We are working with identified disadvantaged students including students who are LAC, PLAC and Young Carers to develop positive relationships with school so that

	they grow in their self belief and self esteem. The aim is to enable them to achieve their best possible results which will improve their opportunities for the future.

Intended outcomes

This section 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, this includes identified vulnerable students most at risk of underachievement. Develop an enjoyable and engaging culture of reading where pupils read widely and often, with fluency and comprehension appropriate to their age, expanding their horizons and developing them into globally aware citizens	Each year NGRT demonstrates improved phonics, decoding and comprehension skills among all pupils. Pupils, including those at risk of underachievement make expected and higher than expected progress.
2.High levels of literacy progress for Year 8 and 9 pupils through a focus on development of reading and comprehension skills, this includes support for identified vulnerable students most at risk of underachievement.	2024/25 evidence on high language levels to include: ● Narrowing of the gap between the attainment of disadvantaged students and non-disadvantaged students on standardised reading assessments at KS3. ● By the end of our current plan NGRT demonstrates improved reading and comprehension ages, so that by the time KS3 pupils graduate to KS4 they have met age related expectations in NGRT. This will enable them to fully access the GCSE curriculum ● Staff and pupil questionnaires provide useful feedback on literacy engagement, enjoyment and progress.
3.High levels of progress for Year 10 and 11 pupils through a focus on development of reading and comprehension skills. This includes support for identified vulnerable students most at risk of underachievement.	High levels of progress for Year 10 and Year 11 pupils Our ambition is for results to come back in line with at least FFT 50 with the majority number of subjects attaining FFT 20 targets by 2025. • Top quartile for progress made by disadvantaged students amongst similar schools. • National average for attainment for all students. Making progress against previous year's GCSE exam results
4.Improved reading ages for pupils with significantly lower phonics, fluency, and comprehension skills who struggle to engage in their learning	2024/25 evidence on high language levels to include: • a smaller disparity between the attainment of disadvantaged students and non-disadvantaged students on standardised reading assessments. • attainment for disadvantaged students in GCSE English Language in line with or above the national average for non- disadvantaged students NGRT demonstrates 24+ months of reading ages and improved comprehension skills for focus groups of lower ability readers

5.Increased attendance rates of those pupils with attendance rates lower than 95% who are at risk of underachievement	2024/25 evidence on high attendance to include: • attendance gap between disadvantaged pupils and non-disadvantaged is narrowed and is in line with national benchmarks • persistent absence among disadvantaged pupils is no more than 20%. (Source-www.compare-school-performance.service.gov.uk).
6. For identified LAC, PLAC and Young Carer pupils there are improved rates of progress and attainment and they increasingly demonstrate positive behaviour for learning including improved attendance rates.	Improved GCSE outcomes for disadvantaged students - Improved attainment is evident among vulnerable pupils so that they meet FFT 50 targets and go on to excel to FFT 20 targets in preferred subjects

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: £69,236.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and utilise high quality diagnostic assessments to target interventions at KS3. NGRT identifies reading ages of pupils. NGRT testing nationally recognised accurate indicators of levels of reading ages. We use NGRT reading ages to share implications of reading levels to learning in CPD with intent to raise awareness of barriers to learning amongst all staff. NGRT data is shared with teachers and tutors to support teach First strategies. NGRT results are shared with parents/ guardians to develop good school/home relationships and encourage focused support when home learning.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests The diagnostic test package we implement has been developed by GL assessments. The data provided from the assessments allows us to target interventions towards KS3 pupils to ensure they are 'caught up' by KS4. https://www.gl-assessment.co.uk/assessments/products/ks3-assessment-package/	1; 2
Develop high quality reading culture during tutor time to model engagement in	Reading comprehension combined with oral language development, develops skills and understanding and use of	1; 2

reading culture. A reading and literacy development programme running in tutor times in Key Stage 3 is now expanding to KS4 to promote the importance of oracy and developing reading levels through reading aloud and follow on discussion strategies.	language +6 months of additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Develop opportunities to read aloud and to review books read to encourage and develop a culture of reading in libraries Fully resourced libraries including appropriate books, subject specific books and related literature Create opportunities for extended learning in lessons and during break times. Our librarian leads the library provision,with the intent on developing a positive reading culture for all pupils. Library lessons are timetabled into KS3 enabling every pupil to learn how to regularly use the library to good effect. Pupils are listened to reading aloud by staff and other pupils and keep journals of the books they have read.	Mastery learning +5 additional months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1; 2
Action- Faculty based CPD approach. Development of literacy skills, knowledge and understanding in each Faculty. Continuing literacy development focus for all faculties. in line with issues recognised through NRGT data testing subjects have also identified their own specific issues around literacy and are focusing in on their own specific areas for development to accelerate reading and comprehension skills for pupils Faculty reading priorities will cascade learning from faculty leaders to their teams. This will be monitored and reviewed over the year in a series of literacy progress meetings that will focus on implementation and impact of actions that includes implementation and development of interactive teaching and learning resources for students including Sparxs Maths, Bedlock accelerate programs.	The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils. The evidence for this can be seen here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1; 2; 3; 4
Collaborative motivation events For Year 7 pupils with CAT scores between 90-95. This is a key group of often disadvantaged and disengaged individuals. Year 11 revision strategy workshops to be revisited throughout the year.	Collaborative learning approaches +5 additional months. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.	1

| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches#:~:text=outcome%20or%20goal.-,How%20effective%20is%20the%20approach%3F,to%20get%20the%20detail%20right. | |

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

Budgeted cost: £98,111.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train specialist teachers and tutors to provide small group literacy support. Phonics, decoding and comprehension are identified issues for small groups of pupils in each year and the number of pupils with these issues coming into the school in year 7 is growing every year. We are creating a hub of specialists to work with small groups of pupils to improve their core literacy skills and remove barriers to learning often due to missed learning or learning that has not embedded. Further the number of teachers who are trained in Lexonik Advanced and Lexonik Leap. Lexonik Leap to be purchased in Spring 2025.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
Small group additional tuition Using in school tutors to support Year 11 pupils to improve their skills and knowledge of their KS4 subjects. This happens after school and during holidays.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils and those falling behind. +5 additional months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2; 3; 4

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

Budgeted cost: £106,177.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement trauma informed education for teaching staff to support the mental health of pupils, through the recognition of ACEs and the use of PACE and WINE. In trauma-informed schools, staff acknowledge that childhood trauma can have a lasting impact on pupils' lives, both emotionally and academically and therefore their readiness to learn. We will create a school where students feel safe, and develop trusting relationships with buffering adults in order to maximise their life chances. All staff are trained in trauma informed approaches.	There are many benefits to adopting a trauma-informed approach in schools, including increased academic achievement and improved mental health for pupils. https://www.traumainformedschools.co.uk/	5 and 6
Develop a Tutor programme with attendance and rewards focus. Once a week tutors highlight the importance of good attendance and support tutees to review their performances, this includes attendance tracking conversations.	Disadvantaged pupils' current attendance and PA is higher than their peers. Attendance monitoring and interventions are required.	5
Continue attendance rewards In assemblies. Celebrating and raising the profile of the importance of good attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5
Attendance officer identifies issues, and implements actions to support pupils with low attendance. Liaison with year heads 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. Attendance officer identifies students who would benefit from attending breakfast club.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6
Assistant Heads of Year support pastoral and learning needs of pupils in specified year groups so that their opportunities and life chances are significantly improved. Mentoring and coaching pupils and working with families to create positive outcomes for vulnerable and disadvantaged pupils often working with parents and partnership agencies to support individual pupils.		6
LAC coordinator and Family Liaison Officer work with identified pupils to support and develop their social and emotional well being. This is a key group of vulnerable pupils who have often experienced trauma or are experiencing ongoing challenging situations at home. Staff work with individuals to identity barriers and to support pupils progress and development, this is often in partnership with other agencies.		6

Total budgeted cost: £273,525

Part B: Review of outcomes in the previous academic year- Pupil premium strategy outcomes
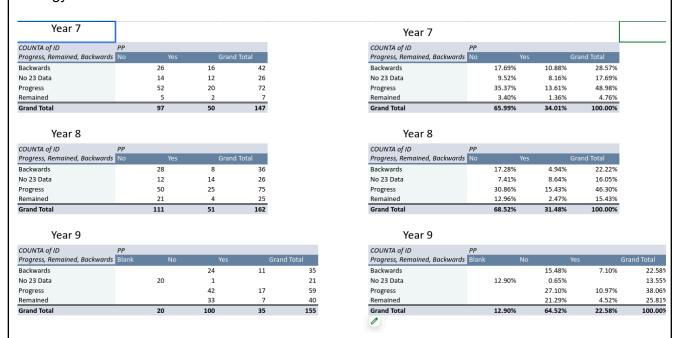
This outcomes review looks at the impact of spending of Pupil Premium Grant 2022/2023 and tracks progress so far on our three year plan.

Progress towards intended outcomes by the end of our current strategy plans 31/07/25
Review of intended outcome 1 and 2 .High levels of progress in literacy for Years 7,8 and 9 through a focus on development of reading and comprehension skills, this includes identified vulnerable students most at risk of underachievement.

Reading and LIteracy still remains a key focus for the whole school. Bedrock has been purchased for KS3 English to support students with grammar and increase their vocabulary.   The Lexonik programme has also been purchased to increase reading ages at KS3. This is aimed at students whose standardised scores are between 100 and 80.
Teachers are aware of who the disadvantaged students are in their classrooms and CPD is being used to equip teachers to use a range of strategies to support individual learners. Work is continuing to help staff understand the challenges which disadvantaged students face on a day to day.
Literacy activities are used within classes such as keywords and terms, recall and recap and scaffolding, classes have an evident literacy focus and this is positively impacting progress. This strategy will continue.

Year 7

COUNTA of ID	PP		
Progress, Remained, Backwards	No	Yes	Grand Total
Backwards	26	16	42
No 23 Data	14	12	26
Progress	52	20	72
Remained	5	2	7
Grand Total	**97**	**50**	**147**

Year 7

COUNTA of ID	PP		
Progress, Remained, Backwards	No	Yes	Grand Total
Backwards	17.69%	10.88%	28.57%
No 23 Data	9.52%	8.16%	17.69%
Progress	35.37%	13.61%	48.98%
Remained	3.40%	1.36%	4.76%
Grand Total	**65.99%**	**34.01%**	**100.00%**

Year 8

COUNTA of ID	PP		
Progress, Remained, Backwards	No	Yes	Grand Total
Backwards	28	8	36
No 23 Data	12	14	26
Progress	50	25	75
Remained	21	4	25
Grand Total	**111**	**51**	**162**

Year 8

COUNTA of ID	PP		
Progress, Remained, Backwards	No	Yes	Grand Total
Backwards	17.28%	4.94%	22.22%
No 23 Data	7.41%	8.64%	16.05%
Progress	30.86%	15.43%	46.30%
Remained	12.96%	2.47%	15.43%
Grand Total	**68.52%**	**31.48%**	**100.00%**

Year 9

COUNTA of ID	PP			
Progress, Remained, Backwards	Blank	No	Yes	Grand Total
Backwards		24	11	35
No 23 Data	20	1		21
Progress		42	17	59
Remained		33	7	40
Grand Total	**20**	**100**	**35**	**155**

Year 9

COUNTA of ID	PP			
Progress, Remained, Backwards	Blank	No	Yes	Grand Total
Backwards		15.48%	7.10%	22.58%
No 23 Data	12.90%	0.65%		13.55%
Progress		27.10%	10.97%	38.06%
Remained		21.29%	4.52%	25.81%
Grand Total	**12.90%**	**64.52%**	**22.58%**	**100.00%**

Some disadvantaged students have not made as much progress as expected. This could partly be attributed to absence rates.   A small group of students in Years 7 and 9 (23-24). This should now be focussed on identified disadvantaged students.

Next Steps:

These strategies will continue throughout the year 2024 - 2025.

Due to the number of students whose standardised scores are below, we are looking to purchase Lexonik Leap to diagnose and address phonics gaps for any age of learner with a personalised learning pathway for those students whose standardised score is below 80.

Curriculum areas have dedicated reading strands in their action plans and are identified in their SOW.

Review of intended outcome 3 - High levels of progress for Year 10 and 11 pupils through a focus on development of reading and comprehension skills. This includes support for identified vulnerable students most at risk of underachievement.

Despite the school's best efforts to increase the attainment of disadvantaged students, the data from the Summer '24 exams shows that disadvantaged students are not making the required progress and attainment that students who are not disadvantaged are making. Attendance at intervention sessions is not as positive as we would hope it to be. Many of our students rely on buses for their journeys to and from school and some students are Young Carers which means that they are unable to attend after school sessions. Work has been completed to increase opportunities during lunchtimes for Year 11 pupils.

Summer 2024 results

Number of students with a positive progress 8 score

Total number 42 Non disadvantaged 34   Disadvantaged 8   GAP 26

Number of students positive progress 8 score in English

Total 40 non disadvantaged 30 disadvantaged 10   GAP 20

Number of students positive progress 8 score in Maths

Total 62 non disadvantaged 48 disadvantaged   GAP 34

Basics 9-5

Students achieving 9-5 in English and Maths all 37 Non disadvantaged 31 Disadvantaged 6

PP Attainment 8 9-5 per student

Food technology met its target Food target 5 actual 5

English Language target 10 actual 8 difference 2

English Literature target 10 actual 8 difference 2

Maths target 10 actual 9 difference 1

Next Steps

Increase and promote the opportunities for students in years 10 and 11 to access revision at lunch, after school and in school holidays. Students are to be taught how to use resources to revise by themselves. Revision strategies workshops targeted at PP studentsparents/carers. Follow up calls following parents evenings for non attenders,

Review of intended outcome 4- Improved reading ages for pupils with significantly lower phonics, fluency, and comprehension skills who struggle to engage in their learning

There is evidence that students who have attended the Lexonix sessions have made progress and have increased their reading ages against their chronological age. Year 7 students on average 3 .9 years progress. Year 9 students made on average 4.2 years progress.

Next Steps:

To ensure further progress, a literacy programme is required to support students who do not qualify for Lexonik and train more staff in the delivery of both programmes. Purchase of Lexonik Leap and train more staff to increase the number of pupils who can use the programme through the year.

Review of intended outcome 5- Increased attendance rates of those pupils with attendance rates lower than 95% who are at risk of underachievement.

Attendance and students being late to school remains a challenge and amendments to the strategy to support students with their attendance have been implemented. Data for the week ending 06/12/24 is showing attendance data of 81.62% against 92.09% for students who are not disadvantaged. Mental health and anxiety has been a significant challenge. The school has implemented a trauma informed schools strategy which all staff have been trained in, to address the social and emotional impacts on pupil wellbeing.

Analysis of attendance data for Autumn term 2023 compared Autumn term 2024 - attendance has risen in all year groups except for Year 9. However, the number of students who are late to school has increased when data for the Autumn term 2023 is compared to the Autumn term 2024.

	Whole School	Whole School	PP	PP
	Attendance Autumn Term 2023	Attendance Autumn Term 2024	Attendance Autumn Term 2023	Attendance Autumn Term 2024
Year 7	90.32%	90.57%	84.76%	87.31%
Year 8	87.26%	88.83%	79.08%	83.54%
Year 9	86.75%	85.48%	79.79%	74.91%
Year 10	85.43%	88.62%	77.51%	82.64%
Year 11	83.98%	84.61%	72.77%	73.55%

	Whole School	**Whole School**	**PP**	**PP**
	Lates	Lates	Lates	Lates
	Autumn Term 2023	Autumn Term 2024	Autumn Term 2023	Autumn Term 2024
Year 7	1.99%	5.53%	2.97%	7.93%
Year 8	2.73%	4.65%	4.90%	7%
Year 9	4.30%	8.07%	5.71%	11.07%
Year 10	2.55%	6.30%	4.89%	8.19%
Year 11	4.20%	7.59%	5.67%	15.54%

Next Steps
Breakfast club to start January 2025
Implementation of 'No Limits' aimed at students who are at risk of permanent exclusion and enabling students to re-engage with school.
Letters sent to students who are PA and SA with follow up meetings.

Attendance officer makes contact with disadvantaged students first.
Parental meetings for students who are persistently late to try and find out why and how we can support students.
Focussed attendance meetings for Year 11 students who are persistently absent.

Review of intended outcome 6- For identified LAC, PLAC and Young carer pupils there are improved rates of progress and attainment and they increasingly demonstrate positive behaviour for learning including improved attendance rates.

1:1 tutoring is in place for LAC and PLAC students. which is focussed on English and Maths
Teachers are aware of who the disadvantaged students are in their classrooms and CPD is being used to equip teachers to use a range of strategies to support individual learners. work is continuing to help staff understand the challenges which disadvantaged students face on a day to day.

Next Steps
Use of outside agencies to support with engagement of LAC and PLAC students in school
All students across the school are ranked from 0-5 based on progress, attendance and behaviour and of the 6 students logged as P/LAC 2 are 0's 1 is 1 and 2 and 2's showing there is very little need, however there is one student sitting on a 5
Young carers are currently not ranked on the stepped approach, this will be included during the Spring term.