

# Pupil premium strategy statement 2023-24

This statement details the college's use of Pupil Premium (and Recovery Premium for the 2023-24 academic year) funding to help improve the attainment of the college's disadvantaged pupils.

The following strategy statement outlines how Pupil Premium funding is allocated to strategies. The strategies cover the Education Endowment Fund's (EEF) balanced approach for Pupil Premium provisions and initiatives; 1) high quality teaching, 2) targeted academic support and 3) wider strategies.

## School overview

Detail	Data
School name	Arthur Mellows Village College
Number of pupils in school	1316* *Years 7-11 excluding KS5
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	This is a 3 year plan to run between 2021-2024 academic years. 2023-2024 is the final year of the 3 year plan.
Date this statement was published	November 2021 and 2022 then November 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Mr J Gilligan
Pupil premium lead	Mrs E Veale and Ms L Marshall
Governor / Trustee lead	Mr J Oakley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,804 (based on estimated projections)
Recovery premium funding allocation this academic year	2023-2024 £64,308

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£277,804 plus £64,308

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive college, the intention is to provide an inspirational and inclusive teaching and learning environment with outstanding Quality First Teaching and learning for all pupils. The ultimate goal of the college is that no child is left behind socially, or academically because of disadvantage. The college strives to remove the barriers of low expectations, raise lifelong aspirations and focus on removing obstacles to learning and achieving excellence. The Pupil Premium strategy aims to address the main difficulties pupils face and through rigorous tracking, careful planning and targeted support and intervention, provide all pupils the access and opportunities to enjoy academic success.

School context- breakdown of PP by year group (7-11 only) Accurate as of Oct 2023

The individual characteristics of each year group's PP do not necessarily add up to the total PP as some pupils are eligible for PP for more than one reason.

### PP Summary Oct 2023

Year	ADF/CIC	FSM Current	FSM Ever 6	Services	Services Ever 6	PP Total	PP %
7	7	44	3	8	0	57/267	21%
8	2	43	8	4	0	56/264	21%
9	1	45	1	6	1	52/262	20%
10	10	32	3	5	0	45/263	17%
11	8	28	3	4	3	43/260	17%
Total	28	192	18	27	4	253/1315	19%

## Challenges

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

Challenge number	Detail of challenge
1	Insufficient progress of attainment compared to non-PP pupils. Gap in all year groups at KS3, gap mainly at 9-7 and 9-5 grades at KS4
2	Negative impact on progress caused by behavioural issues (including social, emotional, and mental health) and disruption to learning
3	Lack of fluency in literacy and numeracy
4	Low aspirations compared to non-PP pupils- for example, destinations
5	Attendance and punctuality issues

6	Encourage participation in activities outside of the school day- both academic and extra-curricular
7	Development of strategies for staff to best PP progress

## 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. Improve attainment and close gap between PP and non-PP learners in all year groups	<ul style="list-style-type: none"> <li>- Improve P8 outcomes for PP in line with non-PP</li> <li>- Improve PP performance at 9-7 and 9-5 grades, closing the gap between PP and non-PP outcomes at GCSE; and is in line with PP national averages</li> <li>- At KS3, improve attainment gap so it is more in line with non-PP attainment</li> <li>- Rigorous testing and tracking regime in place for departments to review after each monitoring point at the end of the year</li> </ul>
2. Improve behaviour for learning and social, emotional and mental health for key PP pupils by providing meaningful support	<ul style="list-style-type: none"> <li>- Improve P8 outcomes for PP in line with non-PP</li> <li>- Reduce the number of behaviour incidents logged for PP, bring in line with average for non-PP pupils</li> <li>- Design a pupil and parent survey to give those stakeholders a voice. Analyse the results and use those to feedback into strategies both for departments and pastoral staff</li> <li>- Increase levels of positive behaviour reporting, for example, through giving positive SIMS points/logging positive contacts home</li> <li>- PP lead to regularly monitor behaviour incidents, liaising with key pastoral staff to ensure PP pupils are accessing support and able to remain in lessons and achieve</li> </ul>
3. Improve literacy and numeracy levels so that pupils are able to access the whole curriculum	<ul style="list-style-type: none"> <li>- Gap closed in standardised reading score ages to non-PP pupils</li> <li>- Standardised reading score ages in line, or above national average</li> <li>- The majority of pupils at KS3 to read at, or above, chronological reading age</li> </ul>

	<ul style="list-style-type: none"> <li>- PP achieve, or exceed, grade 4 at GCSE In English and Maths in line with non-PP national average</li> <li>- Evidence of an increase in knowledge of key literacy and numeracy skills shown through low stakes in class assessments, formal assessments, and public exams</li> <li>- Pupil voice shows increase in confidence in literacy and numeracy</li> </ul>
4. Improve motivation and aspiration levels amongst PP and encourage engagement with academic pathways/destinations	<ul style="list-style-type: none"> <li>- Increased PP engagement and motivation evident in classroom observation during learning walks</li> <li>- Setting data (for applicable subjects) to show even spread of PP across sets not disproportionately placed in lower sets</li> <li>- Ensure PP parents are aware that they have access to financial support to assist with purchasing some equipment and resources</li> </ul>
5. Improve attendance and punctuality levels	<ul style="list-style-type: none"> <li>- Attendance and punctuality tracked for PP</li> <li>- Attendance and punctuality levels in line with average for non-PP pupils</li> <li>- Improved parental engagement evident in contact logs/ home visits</li> <li>- Raise awareness of PP breakfast clubs to encourage attendance and punctuality</li> <li>- PP lead to meet with Attendance Officer once a term to monitor PP attendance and punctuality and track interventions</li> </ul>
6. Cultivate opportunities for enhancing cultural capital through enrichment experiences. Improve access for PP pupils to attend academic activities in out of school hours	<ul style="list-style-type: none"> <li>- Increased PP engagement in after school academic sessions, for example, Year 11 revision</li> <li>- Increased PP engagement in CCF (Combined Cadet Force) activities</li> <li>- Increased PP engagement in DofE (Duke of Edinburgh) award</li> <li>- PP pupils attend a meeting with the careers officer in Year 11</li> <li>- NEET figures for PP in line or lower than national average</li> <li>- Ensure activity leads are aware of the needs and barriers of PP pupils to promote take up for extra-curricular activities</li> </ul>
7. Increase opportunities for staff CPD focused on best practice for PP as informed by the EEF	<ul style="list-style-type: none"> <li>- Department strategies in development to ensure provision for PP</li> <li>- Staff are aware of the difficulties that may impact PP pupils through staff training day session</li> </ul>

## 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: £63,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and wider inset- good quality teaching and learning is key to pupils making progress £10,000	EEF teaching and learning toolkit strategies this could cover: <ul style="list-style-type: none"> <li>- Meta cognition and self-regulation +7 months</li> <li>- Feedback +6 months</li> <li>- Mastery learning +5 months</li> <li>- Collaborative learning approaches +5 months</li> <li>- Social and emotional learning +4 months</li> </ul>	1-7
KS4 achievement co-ordinator- analysis of progress and achievement and co-ordinating interventions MWA £15,688	<ul style="list-style-type: none"> <li>- Small group tuition +4 months</li> <li>- Behaviour interventions +4 months</li> <li>- Parental engagement +4months</li> </ul>	1-7
Pupil premium intervention teacher-targeted intervention strategies ZAL £34,516	<ul style="list-style-type: none"> <li>- Small group tuition +4 months</li> <li>- Behaviour interventions +4 months</li> <li>- Parental engagement +4 months</li> </ul>	1-7
PP SLT leadership and management EVE £1,370	<ul style="list-style-type: none"> <li>- Small group tuition +4 months</li> <li>- Behaviour interventions +4 months</li> <li>- Parental engagement +4 months</li> </ul>	1-7
Assistant Headteacher with responsibility for Recovery Premium, Pupil Premium and Disadvantaged Groups LMA £2,085	<ul style="list-style-type: none"> <li>- Small group tuition +4 months</li> <li>- Behaviour interventions +4 months</li> <li>- Parental engagement +4 months</li> </ul>	1-7

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

Budgeted cost: £171,641 plus £64,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy intervention- provision of specialist English staff 1x FTE (UPS1) £59,482	EEF teaching and learning toolkit strategies this could cover: <ul style="list-style-type: none"> <li>- Reading comprehension strategies +6 months</li> <li>- Oral language interventions +6 months</li> <li>- Mastery learning +5 months</li> <li>- Small group tuition +4 months</li> </ul>	1, 3, 4, 6
Targeted numeracy intervention- provision of specialist Maths staff 1x FTE (UPS1) £59,482	<ul style="list-style-type: none"> <li>- Mastery learning +5 months</li> <li>- Small group tuition +4 months</li> </ul>	1, 3, 4, 6
Targeted Science intervention- provision of specialist Science staff 0.5x FTE (UPS1) £29,741	<ul style="list-style-type: none"> <li>- Mastery learning +5 months</li> <li>- Small group tuition +4 months</li> </ul>	1, 3, 4, 6
Targeted LSA support- provision of LSA staff for PP/SEN pupils at key times 0.5x FTE £15,936	<ul style="list-style-type: none"> <li>- TA intervention +4 months</li> </ul>	1, 2, 3, 6
Targeted intervention across curriculum subjects- to support initiatives from all subjects for PP intervention <b>See recovery premium</b>	<ul style="list-style-type: none"> <li>- Metacognition and self-regulation +7 months</li> <li>- Mastery learning +5 months</li> <li>- Small group tuition +4 months</li> </ul>	1, 3, 4, 6
Homework club- before school, at lunch times and after school with support of PP intervention teacher/LSA available £1000	<ul style="list-style-type: none"> <li>- Homework +5 months</li> <li>- TA intervention +4 months</li> </ul>	1, 3, 4, 6
Peer tutoring and mentoring (non recovery)	<ul style="list-style-type: none"> <li>- Peer tutoring +5 months</li> <li>- One to one tuition +5 months</li> </ul>	1, 2, 3, 4, 6

premium)- academic and SEMH (social, emotional and mental health) support £1000	<ul style="list-style-type: none"> <li>- Homework +5 months</li> <li>- Small group tuition +4 months</li> <li>- Social and emotional learning +4 months</li> </ul>	
Revision days- for KS4 prior to exams £5000	<ul style="list-style-type: none"> <li>- Mastery learning +5 months</li> <li>- Small group tuition +5 months</li> </ul>	1, 3, 4, 6
<b>Recovery premium-</b>  Staff training and department resources- departments to bid for inset linked to quality teaching and learning. Disseminate information in department and teaching and learning meetings £20,000	<ul style="list-style-type: none"> <li>- Meta cognition and self-regulation +7 months</li> <li>- Feedback +6 months</li> <li>- Mastery learning +5 months</li> <li>- Collaborative learning approaches +5 months</li> <li>- Social and emotional learning +4 months</li> </ul>	1-7
<b>KS3 and 4 Tutoring</b> Provide small group tutoring for core and foundation subjects <b>M6</b> for one day a week £/month £10,000	<ul style="list-style-type: none"> <li>- One to one tuition +5 months</li> <li>- Homework +5 months</li> <li>- Small group tuition +4 months</li> <li>- Social and emotional learning +4 months</li> </ul>	1, 2, 3, 4, 6
<b>Academic resources</b> Updated technology resources Revision guides for pupils to catch up on missed content <b>Whole school online learning</b> £22,308	<ul style="list-style-type: none"> <li>- Meta cognition and self-regulation +7 months</li> <li>- Mastery learning +5 months</li> <li>- Homework +5 months</li> </ul>	1, 3
<b>Support for attendance, behaviour and SEMH (social, emotional and mental health).</b> Assistant HOY targeted support and Year 7 tutor group support 2 lessons from 1xFTE (UPS1) for 6 Assistant HOYs £12,000	<ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Parental engagement +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	1, 2, 5

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

Budgeted cost: £42,504

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance Officer- monitoring and tracking attendance and punctuality, parental contact, home learning LGI £5,000	EEF teaching and learning toolkit strategies this could cover: <ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Parental engagement +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	1, 2, 5
Pastoral support- monitoring and tracking behaviour and providing SEMH (social, emotional and mental health) support which includes school counsellor, parental contact £12,000	<ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Parental engagement +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	1, 2, 5
Breakfast club- encouraging punctuality and attendance and food/drink to improve focus and concentration. Support of PP intervention teacher available £10,000	<ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	1, 2, 5
Enrichment activities/ extra-curricular activities support - improving cultural capital £4,000	<ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	4, 6
Widening parental engagement- to support behaviour, academic progress and aspirational career choices £1,000	<ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Parental engagement +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	1, 2, 4, 5
Disadvantaged fund- support for purchase of resources, equipment and direct financial	<ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Parental engagement +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	1-7

support for the most disadvantaged (FSM/CIC) £7,000		
Support for Post 16 transition- encourage aspirational career choices £1,000	<ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Parental engagement +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	1, 2, 4
Pastoral support- YDP and Boxing Futures to improve physical and mental health and wellbeing of disadvantaged young people and provide a springboard to re-engage with education NST £2,504	<ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Parental engagement +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	1, 2, 5, 6

**Total budgeted cost: £277,804 plus £64,308**

## 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.

This is the review of the second year of a three year plan:

#### Pupil Premium Tracking Academic Years 2022-2023

NB- numbers of pupils may differ slightly from Oct 2023 data as pupils may have left or joined the college in between monitoring points and the Oct 2023 census

#### Year 7

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	261	60	201
APS	0.87	0.73	-0.14
Target	1.26	1.04	-0.22
Difference	-0.39	-0.30	

	MP2		
	Whole Cohort	Pupil Premium	Difference
Total	261	60	201
APS	1.08	0.85	-0.83
Targets	1.26	1.04	-0.83
Difference	-0.17	-0.19	

The monitoring picture shown across the two monitoring points shows a similar picture whether pupils are PP or not. All pupils are making similar progress against targets and progress increases for both groups between MP1 and MP2.

## Year 8

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	262	64	198
APS	1.68	1.4	-0.28
Targets	2.13	1.91	-0.22
Difference	-0.45	-0.51	

	MP2		
	Whole Cohort	Pupil Premium	Difference
Total	262	64	198
APS	2.03	1.75	-0.28
Targets	2.14	1.92	-0.22
Difference	-0.11	-0.16	

Trend for whole cohort and PP very similar. Across the year students get closer to their target grades for both cohorts, by MP2 the difference between MP2 and target grade is closer to the whole cohort gap for PP.

## Year 9

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	263	48	215
APS	2.46	2.13	-0.33
FFT	3.23	2.93	-0.3
Difference	-0.77	-0.8	

	MP2		
	Whole Cohort	Pupil Premium	Difference
Total	263	48	215
APS	2.61	2.27	-0.21
FFT	3.23	2.93	-0.3
Difference	-0.62	-0.66	

	MP3		
	Whole Cohort	Pupil Premium	Difference
Total	263	48	215
APS	2.82	2.4	-0.42
FFT	3.23	2.93	-0.3
Difference	-0.42	-0.53	

Both cohorts have improved against targets across the year, however the gap between targets and achievement has decreased less for PP students than for the whole cohort, and therefore the gap between pp students and their peers has increased slightly – this will be an area that is looked at improving in the next academic year.

## Year 10

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	259	54	205
A8 APS	45.92	41.56	-4.36
FFT20%	51.95	47.62	-4.33
Difference	-5.58	-6.06	

	MP2		
	Whole Cohort	Pupil Premium	Difference
Total	259	54	205
A8 APS	47.15	42.11	-5.04
FFT20%	51.95	47.62	-4.33
Difference	-4.8	-5.51	

	MP3		
	Whole Cohort	Pupil Premium	Difference
Total	259	54	205
A8 APS	46.13	40.81	-5.32
FFT20%	51.95	47.62	-4.33
Difference	-5.82	-6.81	

Monitoring data for the whole cohort mirrors PP in terms of progress and compared to targets. There is the equivalent of half a grade difference in terms of target grades. The difference between monitoring and targets is just over half of a grade across every subject.

## Year 11 Outcomes 2023 (2022 shown for comparison in blue)

		Whole Cohort	Pupil Premium	Difference
Total Number	Total Number	261	41	220
Average Total Attainment 8 Score	Total Score	47.52	36.57	-10.95
9-7	English and Maths	13.8% <b>12.0%</b>	0% <b>2.8%</b>	-13.8% <b>-9.2%</b>
	English	21.8% <b>27.5%</b>	4.9% <b>19.4%</b>	-16.9% <b>-8.1%</b>
	Maths	19.5% <b>20.2%</b>	2.4% <b>5.6%</b>	17.1% <b>-14.6%</b>
9-5	English and Maths	41% <b>53.9%</b>	17.1 <b>33.3%</b>	-23.9% <b>-20.6%</b>
	English	60.5% <b>67.4%</b>	41.5% <b>52.8%</b>	-19% <b>-14.6%</b>
	Maths	47.5% <b>59.3%</b>	19.5% <b>36.1%</b>	-28% <b>-23.2%</b>
9-4	English and Maths	69.3% <b>79.5%</b>	51.2% <b>58.3%</b>	-12.7% <b>-21.2%</b>
	English	79.3% <b>87.2%</b>	63.4% <b>72.2%</b>	-15.9% <b>-15%</b>
	Maths	72.8% <b>82.2%</b>	53.7% <b>66.7%</b>	-19.1% <b>-15.5%</b>
EBacc	Total Entered	44 (16.9% of cohort)	6 (14.6% of cohort)	38 (-2.3%)
	Standard Pass Achieved	14.2%	7.3%	-6.5%

Overall, the key progress made during 2022-2023:

- Proportion of FSM eligible pupils is lower than national average- **16%** (figures correct as of Oct 2023) **National average of FSM is 23.8% Peterborough LA average is 24.8%**
- Academic data 2022 showed a gap at KS4- Attainment 8 difference between PP and non-PP is **10.95** grade points. **National average is 15.3**
- Academic gap at KS3 between PP and non-PP shows the beginnings of positive progress towards closing the gap compared to targets.
- Slight gap in attendance and punctuality between PP and non-PP (all PP- not just FSM) **5%** **National average (FSM only included) 4.9% difference**

- Proportionally more behaviour incidents involve PP than non-PP (involved in a **third** of behaviour incidents)

## 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
None	