

## Pupil premium strategy statement 2021-22

This statement details the college's use of Pupil Premium (and Recovery Premium for the 2021-22 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	1310* *Years 7-11 excluding KS5
Proportion (%) of pupil premium eligible pupils	21.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, 2022-2023, 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr J Oakley
Pupil premium lead	Mrs E Veale
Governor / Trustee lead	Mr J Oakley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222505 (based on estimated projections)
Recovery premium funding allocation this academic year	£145 per PP (145x279=£40,455)* *first instalment made Sept 2021 before PP numbers fully reconciled, amount of first instalment is lower than figure given

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£222505 plus £40,455 if full amount received with updated PP numbers

## 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 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)

Year Group	Total in Cohort	Total PP	FSM	Service Child	LAC	ADF	% PP
7	264	71	62	8	0	1	26.9%
8	264	60	43	6	5	6	22.7%
9	264	61	40	9	8	4	23.1%
10	259	51	35	10	2	4	19.7%
11	259	36	22	7	5	2	13.9%
<b>Total</b>	<b>1310</b>	<b>279</b>	<b>202</b>	<b>40</b>	<b>20</b>	<b>17</b>	<b>21.3%</b>

### 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, insufficient uptake of EBacc subjects
5	Attendance and punctuality issues
6	Insufficient participation in activities outside of the school day- both academic and extra-curricular
7	Issues with staff awareness of PP learners and strategies for success

## 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
<p>1. Improve attainment and close gap between PP and non-PP learners in all year groups</p>	<ul style="list-style-type: none"> <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 100% of departments to review after each monitoring point at the end of the year</li> </ul>
<p>2. Improve behaviour for learning and social, emotional and mental health for key PP pupils by providing meaningful support</p>	<ul style="list-style-type: none"> <li>- Reduce the number of behaviour incidents logged for PP, bring in line with average for non-PP pupils</li> <li>- Design a SEMH survey and investigate logistics of implementation</li> <li>- If survey implemented, all identified SEMH PP names passed on to HOY and Pastoral team for intervention</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>
<p>3. Improve literacy and numeracy levels so that pupils are able to access the whole curriculum</p>	<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>- 90% of KS3 read at, or above, chronological reading age</li> <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>

<p>4. Improve motivation and aspiration levels amongst PP and encourage engagement with academic pathways (eg, EBacc qualification subjects)</p>	<ul style="list-style-type: none"> <li>- Increased PP engagement and motivation evident in classroom observation during learning walks</li> <li>- Increasing take up of academic subjects qualifying for the EBacc- for example, increased uptake of MFL at KS4</li> <li>- Ensure PP parents are aware that they have access to financial support to assist with purchasing some equipment and resources</li> </ul>
<p>5. Improve attendance and punctuality levels</p>	<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>
<p>6. Cultivate opportunities (Covid restrictions permitting) for enhancing cultural capital through enrichment experiences. Improve access for PP pupils to attend academic activities in out of school hours</p>	<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 activities</li> <li>- Increased PP engagement in DofE award</li> <li>- 100% 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>
<p>7. Increase opportunities for staff CPD focused on best practice for PP as informed by the EEF</p>	<ul style="list-style-type: none"> <li>- 100% identification by teachers of who is PP in their classes</li> <li>- 100% of department development plans contain a strategy for PP intervention</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: £49992

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 £17000	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 £4242	<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 £27380	<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 SMT leadership and management EVE £1370	<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: £147513 plus £40455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy intervention- provision of specialist English staff 1x FTE (UPS1) £53005	EEF teaching and learning toolkit strategies this could cover: - Reading comprehension strategies +6 months - Oral language interventions +6 months - Mastery learning +5 months - Small group tuition +4 months	1, 3, 4, 6
Targeted numeracy intervention- provision of specialist Maths staff 1x FTE (UPS1) £53005	- Mastery learning +5 months - Small group tuition +4 months	1, 3, 4, 6
Targeted Science intervention- provision of specialist Science staff 0.5x FTE (UPS1) £26503	- Mastery learning +5 months - Small group tuition +4 months	1, 3, 4, 6
Targeted LSA support- provision of LSA staff for PP/SEN pupils at key times £5000	- TA intervention +4 months	1, 2, 3, 6
Targeted intervention across curriculum subjects- to support initiatives from all subjects for PP intervention £5000	- Metacognition and self-regulation +7 months - Mastery learning +5 months - Small group tuition +4 months	1, 3, 4, 6
Homework club- before school, at lunch times and after school with support of PP intervention teacher/LSA available £1000	- Homework +5 months - TA intervention +4 months	1, 3, 4, 6
Peer tutoring and mentoring (non recovery)	- Peer tutoring +5 months - One to one tuition +5 months	1, 2, 3, 4, 6

premium)- academic and SEMH 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 £3000	<ul style="list-style-type: none"> <li>- Mastery learning +5 months</li> <li>- Small group tuition +5 months</li> </ul>	1, 3, 4, 6
<p>Recovery premium-</p> <p>Staff training and inset- departments to bid for inset linked to quality teaching and learning. Disseminate information in department and teaching and learning meetings £10000</p> <p>KS3 Tutoring Provide small group tutoring for English, Maths and Science one morning a week- lesson 1 Year 7; lesson 2 Year 8; lesson 3 Year 9 Possibly- MLO for English Fridays; Emma Benton for Science/Maths any day; PKA for Science Tuesdays or Fridays M6 for one day a week £838.60/month £15000</p> <p>Academic resources Revision guides for pupils to catch up on missed content £10000</p> <p>Support for attendance, behaviour and SEMH School counsellor support for one day a week in addition to SKA £5455</p>	<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> <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> <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> <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>	<p>1-7</p> <p>1, 2, 3, 4, 6</p> <p>1, 3</p> <p>1, 2, 5</p>



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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer- monitoring and tracking attendance and punctuality, parental contact, home learning JWO £4000	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 support, parental contact £5000	<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 £4000	<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 £4000	<ul style="list-style-type: none"> <li>- Social and emotional learning +4 months</li> <li>- Behaviour interventions +4 months</li> </ul>	4, 6
Year 6/7 transition day- bespoke programme for PP to support transition from primary to secondary school, including parents £1000	<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
Widening parental engagement- to support behaviour, academic progress and aspirational career choices £1000	<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

<p>Disadvantaged fund-support for purchase of resources, equipment and direct financial support for the most disadvantaged (FSM/LAC) £5000</p>	<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>	<p>1-7</p>
<p>Support for Post 16 transition- encourage aspirational career choices £1000</p>	<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>	<p>1, 2, 4</p>

**Total budgeted cost: £222505 plus £40455**

## 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.

#### Year 7

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	264	58	206
APS	0.88	0.64	- 0.24
FFT	1.29	0.99	- 0.30
Difference	- 0.41	- 0.35	

#### Year 8

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	264	64	200
APS	1.69	1.63	- 0.06
FFT	2.25	2.20	- 0.05
Difference	- 0.56	- 0.57	

#### Year 9

	MP2*		
	Whole Cohort	Pupil Premium	Difference
Total	264	57	207
APS	2.59	2.30	- 0.29
FFT	3.17	2.91	- 0.26
Difference	- 0.58	- 0.61	

\*Does not include PE or Technology

## Year 10

	MP3		
	Whole Cohort	Pupil Premium	Difference
Total	259	36	223
Average Total Attainment 8 Score	49.49	43.22	-6.27
FFT	52.55	48.63	-3.92
Difference	-3.06	-5.41	

## Year 11 Outcomes

		Whole Cohort	Pupil Premium	Difference
Total Number	Total Number	259	46	213
Average Total Attainment 8 Score	Total Score	55.14	44.23	-10.91
9-7	English and Maths	15.4%	2.2%	-13.2%
	English	25.5%	10.9%	-14.6%
	Maths	25.9%	4.3%	-21.6%
9-5	English and Maths	61.4%	34.8%	-26.6%
	English	74.5%	56.5%	-18%
	Maths	68.3%	43.5%	-24.8%
9-4	English and Maths	82.6%	71.7%	-10.9%
	English	89.2%	80.4%	-8.8%
	Maths	86.5%	78.3%	-8.2%
EBacc	Total Entered	68 (26.3% of cohort)	4 (8.7% of cohort)	64 (-17.6%)
	Standard Pass Achieved	24.3%	6.5%	-17.8%

Outcome data informed the challenges numbered 1-7 on page 3. Key areas identified:

1. Raise attainment at KS4, particularly at grades 9-7 and 9-5 as these are below non-PP levels
2. Raise attainment at KS3 to be more in line with non-PP, particularly Year 7 as the gap here is larger than in Years 8 and 9
3. Increase the number of pupils who qualify for the EBacc and raise the attainment of those pupils, as take up rates 2020-21 are 50% of PP pupils taking a Humanities subject, but only 16.2% of PP pupils taking a MFL subject. This has improved slightly for the cohort 2021-22 with 23.9% of PP pupils taking an MFL subject.
4. Improve overall attendance and punctuality for PP pupils compared to non-PP as there is currently between 2-3% difference in attendance and 1-2% difference in unauthorised absence
5. Improve overall behaviour incidents for PP pupils compared to non-PP and offer SEMH support as there is a clear gap between PP and non-PP behaviour incidents. Proportionally PP pupils account for more incidents- 21.3% of pupils are PP, but currently account for approximately 27% of all 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	