

Pupil premium strategy statement 2024-25

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	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	This is a 3 year plan to run between 2024-2027 academic years. 2024/2025 is the first year of this 3 year plan.
Date this statement was published	New statement this year
Date on which it will be reviewed	November 2025
Statement authorised by	Mr J Gilligan
Pupil premium lead	Mrs E Veale and Ms L Marshall
Governor / Trustee lead	Mr N Jennings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,520 (based on estimated projections)
Recovery premium funding allocation this academic year	N/A
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	£273,520
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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 pupils the access and opportunities to enjoy academic success.

School context- breakdown of PP by year group (Years 7-11) Accurate as of Oct 2024

Year	ADF/CIC	FSM Current	FSM Ever 6	Services (current and ever 6)	PP Total *2	PP %
7 *1	3	58	0	8	67/264	25%
8	7	45	4	8	59/266	22%
9	2	46	7	4	58/261	22%
10	1	48	1	7	55/266	21%
11	10	33	3	5	46/259	18%
Total	23	230 *3	15	32	285/1316	22% *4

*1 Year 7 is not finalised. Two feeder primary schools are outstanding in reporting pupil data.

*2 Total PP column is the correct number of pupils. The breakdown of eligibility criteria does not necessarily add up to this number as some pupils are eligible for PP for more than one reason, for example, service and FSM current.

*3 Important key trend to note- the majority of pupils eligible for PP are FSM current and this is increasing over time.

*4 Important key trend to note- the proportion of PP is increasing over time, however, is below the national average (24.6% FSM only) and LA average (29% FSM only).

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between PP and non-PP peers
2	Behaviour- negative incidences
3	Behaviour- engagement and motivation
4	Attendance and punctuality

5	Quality First Teaching
6	Extra-curricular activities
7	Learning outside of the classroom

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 progress and attainment at KS3 and KS4.	<ul style="list-style-type: none"> - Track and analyse trends/patterns of progress and attainment in KS3. - Track attainment at KS4 and identify pupils in need of intervention. - Reduce attainment gap of PP compared to non-PP peers.
2. Investigate reasons for and begin to address pupils' negative behaviour incidents.	<ul style="list-style-type: none"> - Track and analyse trends/patterns for recorded negative behaviour incidents. - Increase engagement in support offered to pupils, for example, PL1 intervention and mentoring, pastoral support, etc. - Increase engagement of selected pupils to support offered by Assistant HOYs. - Reduce number of negative behaviour points, lesson exits and suspensions. - Increase positive behaviour points. - Positive feedback from learning walks and department reviews demonstrating less negative behaviour in lessons. - Positive feedback from Student Voice.
3. Investigate reasons for and begin to address pupils' lack of engagement and motivation.	<ul style="list-style-type: none"> - Track and analyse trends/patterns for lack of engagement and motivation in lessons. - Positive feedback from learning walks and department reviews demonstrating pupil engagement in lessons. - Positive feedback from Student Voice. - Reduce number of negative points given for engagement/motivation related behaviours, for example, 'poor attitude'. - Increase engagement in support offered to pupils, for example, PL1 intervention and mentoring, pastoral support, etc. - Increase engagement of selected pupils to support offered by Assistant HOYs.
4. Improve attendance and punctuality.	<ul style="list-style-type: none"> - Attendance and punctuality to be tracked.
	<ul style="list-style-type: none"> - Increase in attendance.

	<ul style="list-style-type: none"> - Improvement in punctuality to school and reduce lateness to lessons. - Increase engagement in support offered to pupils, for example, PL1 intervention and mentoring, pastoral support. - Increase engagement of selected pupils to support offered by Assistant HOYs. - Improve parental engagement with attendance/pastoral team. - Increase attendance to breakfast club.
5. Maintaining QFT across the school- including new staff.	<ul style="list-style-type: none"> - Positive feedback from learning walks and department reviews which demonstrate outstanding QFT. - Positive feedback from Student Voice. - Positive feedback from parental views in regards to satisfaction of teaching and learning. - Increase staff awareness and use of adaptive teaching strategies suggested on PP one page profiles.
6. Cultivate opportunities for extra-curricular activities to enhance pupils' cultural capital.	<ul style="list-style-type: none"> - Increase engagement with extracurricular activities, for example CCF, Duke of Edinburgh award, activity days. - Ensure activity leads are aware of the needs and barriers of PP pupils to promote take up for extra-curricular activities. - Reduce resource barriers to pupils attending school trips.
7. Investigate and begin to address barriers to pupils' learning outside of the classroom.	<ul style="list-style-type: none"> - Track and analyse reasons for recorded negative points relating to out of classroom learning, for example 'homework/coursework not completed'. - Improve attendance to homework clubs at lunch times in PL1 or after school in the Library. - Increase engagement of selected pupils to support offered by Assistant HOYs. - Improve attendance to after school revision and other revision opportunities (eg, Easter, Saturdays, etc). - Reduce technology barriers to pupils' learning outside of the classroom. - Reduce resource barriers to pupils' learning outside of the classroom.

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: £62,096

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"> - Meta cognition and self-regulation +7 months - Feedback +6 months - Mastery learning +5 months - Collaborative learning approaches +5 months - Social and emotional learning +4 months 	1-7
KS4 achievement coordinator- analysis of progress and achievement and coordinating interventions £17,152	<ul style="list-style-type: none"> - Small group tuition +4 months - Behaviour interventions +4 months - Parental engagement +4 months 	1-7
Pupil premium intervention teacher-targeted intervention strategies £31,244	<ul style="list-style-type: none"> - Small group tuition +4 months - Behaviour interventions +4 months - Parental engagement +4 months 	1-7
PP SLT leadership and management £1,445	<ul style="list-style-type: none"> - Small group tuition +4 months - Behaviour interventions +4 months - Parental engagement +4 months 	1-7
Assistant Headteacher with responsibility for Pupil Premium and Disadvantaged Groups £2,255	<ul style="list-style-type: none"> - Small group tuition +4 months - Behaviour interventions +4 months - Parental engagement +4 months 	1-7

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

Budgeted cost: £184,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting QFT in English 1x FTE (UPS1) £65,036	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, 5, 7
Supporting QFT in Maths 1x FTE (UPS1) £65,036	- Mastery learning +5 months - Small group tuition +4 months	1, 3, 5, 7
Supporting QFT in Science 0.5x FTE (UPS1) £32,518	- Mastery learning +5 months - Small group tuition +4 months	1, 3, 5, 7
Targeted intervention across curriculum subjects(including ingredients for Food)- to support QFT initiatives £5,000	- Metacognition and self-regulation +7 months - Mastery learning +5 months - Small group tuition +4 months	1, 3, 5, 7
Homework club- before school, at lunch times and after school with support of PP intervention teacher/LSA available See above (PP intervention teacher)	- Homework +5 months - TA intervention +4 months	1, 7
Peer tutoring and mentoring- academic and SEMH (social, emotional and mental health) support £1,000	- Peer tutoring +5 months - One to one tuition +5 months - Homework +5 months - Small group tuition +4 months - Social and emotional learning +4 months	1, 2, 3, 7
Revision days- for KS4 prior to exams £5,000	- Mastery learning +5 months - Small group tuition +5 months	1, 7

Assistant HOY advocate role- Support a targeted small group of pupils for	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	2, 3, 4
extra support- academic and SEMH £2168 for 2 additional non-contacts x5 £10,840		

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

Budgeted cost: £26,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support- monitoring and tracking attendance and punctuality, parental contact, home learning £2,500	EEF teaching and learning toolkit strategies this could cover: <ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	4
Pastoral support- monitoring and tracking behaviour and providing SEMH (social, emotional and mental health) support which includes school counsellor, parental contact, pastoral tutor group £2,500	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	2, 3
Breakfast club- encouraging punctuality and attendance and food/drink to improve focus and concentration. Support of PP intervention teacher available £5,000	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Behaviour interventions +4 months 	2, 3, 4

Enrichment activities/ extra-curricular activities support - improving cultural capital £5,000	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Behaviour interventions +4 months 	6
Disadvantaged fund- support for purchase of resources, equipment and direct financial	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months 	2, 3, 4, 6, 7
support for the most disadvantaged (FSM) £10,000	<ul style="list-style-type: none"> - Behaviour interventions +4 months 	
Pastoral support- YDP and Boxing Futures to improve physical and mental health and wellbeing of disadvantaged young people and provide a springboard to reengage with education £1,994	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	2, 3

Total budgeted cost: £273,520

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 2023 to 2024 academic year.

Year 7

	MP1		
	<u>Non PP</u>	Pupil Premium	Difference
Total	213	55	
APS	1.20	1.08	-0.12
FFT	1.50	1.31	-0.19
Difference	-0.30	-0.23	

Year 8

	MP1		
	<u>Non PP</u>	Pupil Premium	Difference
Total	203	61	
APS	1.78	1.51	-0.27
FFT	2.32	2.03	-0.27
Difference	-0.54	-0.52	

Progress made by PP students has been greater than non-PP students in Year 8. There has been a 0.66 increase in APS for PP students compared to 0.60 for non-PP between Year 7 monitoring and this one for the same cohort.

Year 9

	MP2		
	<u>Non PP</u>	Pupil Premium	Difference
Total	265	36	
APS	2.74	2.31	-0.43
FFT	3.20	2.76	-0.44
Difference	-0.46	-0.45	

Progress made by PP students has been greater than non-PP students in Year 9. There has been a 0.67 increase in APS for PP students compared to 0.62 for non-PP between Year 8 monitoring and this one for the same cohort.

Year 10

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	258	52	
A8 APS	47.54	40.76	-6.78
FFT20%	52.93	47.06	-5.87
Difference	-5.39	-6.30	

	MP2		
	Whole Cohort	Pupil Premium	Difference
Total	258	52	
A8 APS	48.17	40.58	-7.59
FFT20%	52.93	47.06	-5.87
Difference	-4.76	-6.48	

	MP3		
	Whole Cohort	Pupil Premium	Difference
Total	258	52	
A8 APS	47.22	39.75	-7.47
FFT20%	52.93	47.06	-5.87
Difference	-5.71	-7.31	

The trend of progress for the whole cohort and PP is similar across all three monitoring points, however the gap between the whole cohort and PP is growing over time. Intervention is in place for a targeted number of pupils based on Year 10 MP3 data and careful analysis of Year MP1 will take place to see if this trend continues and if further intervention is needed.

Year 11 Outcomes 2024(2023 shown for comparison in blue)

		Whole Cohort	Pupil Premium	Difference
Total Number	Total Number	254	42	
Average Total Attainment 8 Score	Total Score	46.00	37.59	-8.41
9-7	English and Maths	10.6% 13.8%	4.8% 0%	-5.8% -13.8%
	English	21.7% 21.8%	21.4% 4.9%	-0.3% -16.9%
	Maths	16.9% 19.5%	7.1% 2.4%	-9.8% -17.1%
9-5	English and Maths	42.9% 41%	28.6% 17.1%	-14.3% -23.9%
	English	53.9% 60.5%	38.1% 41.5%	-15.8% -19%
	Maths	52.8% 47.5%	40.5% 19.5%	-12.3% -28%
9-4	English and Maths	68.9% 69.3%	54.8% 51.2%	-14.1% -12.7%
	English	73.6% 79.3%	57.1% 63.4%	-16.5% -15.9%
	Maths	78.0% 72.8%	64.3% 53.7%	-13.7% -19.1%
EBacc	Total Entered	34 (13.4% of cohort) 44 (16.9% of cohort)	3 (7.1% of cohort) 6 (14.6% of cohort)	31 (-6.3%) 38 (-2.3%)
	Standard Pass Achieved	10.6% 14.2%	7.1% 7.3%	-3.5% -6.5%

Outcomes has improved for PP children compared to 2022-3 results and the gap has narrowed for the vast majority of the indicators. Particularly encouraging is the number of PP children achieving basics at the 9-7 grades, with the gap here also narrowing considerably.

Overall, the key progress made during 2023-2024:

Headline points

Main aim is to close the attainment gap between PP and non-PP pupils. 2024 P8 -0.29 (2023 comparison AMVC -0.32 and national -0.57). The attainment gap is lower than national average and closing but the gap is still evident (data to be added when available).

Key strategies

Academic support	Pastoral/wrap around support
<ul style="list-style-type: none"> - Quality first teaching (QFT) - Tracking progress across monitoring points - Continue developing memory retrieval activities across SOL using Kate Jones best practice books - Monitoring of progress across the college to develop appropriate interventions, for example, academic support in PL1, literacy support, one page profiles (beginning with current Year 10 cohort), departmental interventions, EdClass, etc - Cultural capital audit of departments has been completed and next step is to support HODs embedding throughout curriculums and encouraging more opportunities - Support with resources for effective teaching and learning, for example, pencil cases in classrooms and equipment/resources/CPD linked to department bids from Recovery Premium Fund 	<ul style="list-style-type: none"> - Breakfast and lunch clubs in PL1 with provision of food and drinks and pastoral support if necessary - Support with uniform and PE kits - Support with ingredients for food technology - Encouraging take up of extra curricular and out of classroom opportunities and support with funding - Assistant HOY advocates working with a small number of pupils in each year group providing targeted support in regards to attendance, behavioural issues, general pastoral support, options advice, transition work, etc - Support for behaviour interventions such as YDP, boxing, hair and beauty - Support towards pastoral form group - Provision of revision 'care packages' for Year 11 prior to mock and external exams

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	